

# The Catholic School Journal

For Pastors and Teachers.

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## National Organization for Catholic Schools.

By Rev. John F. Nicholson, Houston, Texas.

WHILE there is so much talk of the federation of Catholic societies it should not be out of place to think, say, and do (particularly *do*) something about the federation of Catholic schools.

Public schools are not suffering from the sad consequences of irreligion only; they are suffering from fads and the want of compact organization. Those who are not the heirs of a long and practical experience in pedagogy, are disposed to think that only what is new, has any claim on our attention, and that what is old, is only for people who are behind the times. It is one of the popular fallacies and when people don't know any better it is hard to blame them for being humbugged by it. The natural consequence of this fallacy is fads and experiments. It is no more proper to make uncalled for experiments on children in the interests of pedagogy than it is to make uncalled for experiments on human beings in the interests of medical science.

We Catholics need little in pedagogical experiment. We know eternal principles and the laws demanded by the needs of human nature beforehand, and we know the inevitable consequences of their practice or neglect. Since we are ahead of contemporary pedagogues of the agnostic and atheistic platform by the length of eternal principles, (as *The Journal* for February tells us a Chicago paper virtually acknowledged) why should not every Catholic school in the country adopt a uniform plan built on those universal principles? That there are great differences in the efficiency of various Catholic schools cannot be denied. Such a state of thing should not exist; and wherever there are faults, those faults spring from not giving proper direction and attention to boundless opportunities. Such a state could be almost, although not entirely, obviated by a federation of schools.

A rough scheme of federation would be to have a central committee for the whole country. The members to be selected by the school boards in dioceses where school boards exist, in others as the different managers may best determine. The chief work of the central committee should be:

I. To select a uniform programme of matter to be taught, suitable to the needs of urban and rural schools.

II. To select or compile text-books to be followed, and those to be the very best that can be produced.

III. If feasible to set examination papers so that every school in the federation might have the same questions and the educational progress of the different parts of the country could thus be compared. Furthermore, not only would the children going from one school to another in the same city not have to procure a new supply of books, but children could use the same books in San Francisco as in New York, the same in Maine as in Texas.

If *The Journal* by the immense influence which it is capable of exercising, could promote some scheme of unity and solid organization it would confer a lasting and invaluable boon on Catholic education.

## A Practical Course in School Music.

By Frederic H. Ripley.

THE object of the study of reading is literary culture. That study which fails to establish a love for good literature, and an appreciation of the same, falls short of the highest good.

The study of music in school should be based upon the same theory, namely, that of imbuing the learner with a love of music and an appreciation of its masterpieces.

Our ideal requires that we overcome the elementary difficulties of learning to read at a very early stage, and to accomplish this our effort is concentrated on securing the simplest possible presentation of the subject.

We begin by presenting the scale in a variety of positions on the staff, teaching at first relative not absolute pitch for the staff degrees. By this method we quickly enable the pupils to sing equally well in all keys.

We next utilize the scale, and by means of modulations carefully prepared fix scale relation in perfect order, and at the same time prepare the way for chromatic work.

By the end of the second year the pupils sing ordinary choral music which is free from chromatic or rhythmic difficulties.

In the third year these difficulties (chromatic and rhythmic) are introduced and practiced in such a way as to give power over all even divisions of the beat. This opens a vast field to the student, and thus, at the end of the third year in school, we are able to begin actual culture work.

In our course we must have in mind the unalterable limitations imposed by school conditions of lack of time, lack of instruments, and lack of experienced teachers. But in yielding to these conditions we must in no way endanger the great aim of the course—musical culture. This culture in music, as in literature, must depend upon the very early development of the power to read rapidly the characters in which it is written, in order that a large proportion of the school life may remain for actual practice on, and contact with the works of the best authors.

In both melody and harmony the elements should be those only which can be appreciated by the child.

Rhythm is an element in music, as in poetry, which very early attracts the child, and which he can enjoy and appreciate. Rhythm is, in children as in primitive races, the first element of music to be grasped, and as such it should receive fundamental treatment.

Again, ample experiment has proved that very young children are attracted by the peculiar strength of the minor scale, that they learn to sing tunes founded upon the minor with the greatest ease and delight. This fact must be taken into consideration in the preparation of a practical course of study, and from the beginning to the end of the course the minor should be treated as of equal importance with the major.

Similarly, both in rote-singing and in early exercise work and sight-singing, we have long confined ourselves to the diatonic scale.

Here again we have found our mistake. Children are very quick to perceive the beautiful effect produced by the introduction of chromatic tones, and they are as quick to learn them and recognize them when placed upon the printed page. The commonest chromatic combinations should be introduced, therefore, at a very early period, and the study of chromatic effect continued as a part of every lesson from that time.

There are found in the music of every people those songs which are dear from their associations with scenes at home and their connection with childhood's days. Any course of music which neglects these songs and poems must be barren indeed of good results upon the children.

#### ELEMENTARY WRITING OF MUSIC.

There is another element requiring a totally different treatment, namely, the elementary writing of music. Children ten years old are capable not only of thinking complete musical phrases, but readily expressing them by means of the staff notation. Our course must give such training. This work, in its effect upon the mind of the child, is far-reaching.

As soon as he is able to write well-formed phrases perfectly, the moment his eye rests upon a phrase written by another or printed in a book, his mind grasps it as a whole instantly, and he sings no longer from note to note, in a stilted way, but his prasing is correct and his rendering is that of a musician. As soon as the child is capable of registering his own musical thought, he has the key by which he may unlock the whole subject, and advance by his own activity to the mastery of the science and art of musical composition.

Again, courses of study in many instances are barren of good results to the individual, from the fact that individual development is sacrificed for the benefit of part singing and chorus work. The chorus usually begins with one-part exercises, which are carried forward to a certain stage of development, when it seems to be assumed on the part of the author that the children are ready for two-part work. A certain amount of two-part work is given, and then for some reason, assumed evidently without knowledge, three-part work is introduced, and from this point onward the work is in three or more parts. The pernicious influence of a course thus arranged can hardly be estimated. It must be our aim to avoid these evils. As a part of every lesson, we should give a certain amount of unison work, in which all the voices shall have an equal task to perform and an equal amount of tone-culture. Those who have used courses arranged as described hardly need be told what the effect is.

The division of the school into parts, and the dooming, as it were, of a portion of the class to sing on the low part, is sure to be injurious to their voices. It frequently occurs that whole schools will be rendered powerless to sing any tone above middle C. Aside from the subsidence of the tone and the loss of the higher tones, another effect of part singing, noticeable perhaps more in boys' schools than in mixed or girls' schools, is the tendency to loud and unmusical singing.

#### FALLACY AS TO PART SINGING.

I have not unfrequently found that the one consideration which was held supreme in the mind of the teacher was the acquisition of sufficient power to enable the children to sing part-exercises. When I have met with this state of mind I have been truly discouraged, for if we consider part-singing the end and aim of musical training in school, it seems as if we had reduced our work to a very low end.

What a course of study should have for its ultimate object is the highest development of the power of each individual in the school. Part-singing is incidental. It is a means of entertainment, a means of culture, it is true, but its success as a means of culture and entertainment depends upon the power of the individuals participating in it, and if the increase of this power at any stage is arrested in order that part-singing may be indulged in, then it becomes a serious hindrance to the musical progress.

Now, it should be borne in mind that the larger part

of children in every class are what would be called unmusical; *i. e.*, they do not readily learn to appreciate the effect of chromatics and to correctly perceive the movement expressed by intricate rhythmic forms. It is absolutely essential to the progress of this major part of the class that these elements be taken up by themselves, one by one, explained, taught, drilled, and that this training be followed by a large number of examples in which the difficulty just taught appears.

I maintain that the elements which enter into every part-exercise should be treated by themselves, practiced, illustrated by examples, and thoroughly mastered. Then, when they appear in part-exercises and songs, they do not interrupt the music, and part-singing takes its place as a means of culture.

#### BIHOP QUIGLEY URGES HIGH STANDARD IN PAROCHIAL SCHOOLS.

IN a recent letter to the Reverend Clergy of his diocese, Bishop Quigley, of Buffalo, has the following to say on parochial school affairs:

"In return for the confidence manifested so generously and universally by our people in the sufficiency of our Catholic schools, we desire that no effort be spared to make them in every respect equal to the state school of the same grade. It is within our means, as experience proves, to house our children in buildings which are models of school construction and arrangement, well furnished, well lighted, well heated and ventilated, and above all, neat and cleanly. We might adduce in substantiation of this claim a dozen school buildings in the city of Buffalo which compare most favorably in these particulars with the best school buildings in the state system. This general excellence in detail can be attained in every school building, no matter how humble, nor will it be more expensive on that account.

#### EFFICIENCY OF TEACHERS SHOWN.

"It is still more important that our teachers and our methods of instruction be abreast of the times. We have the advantage of working side by side here in Buffalo with a school system of the highest excellence. We may not be able to vie with it in the multiplication and equipment of costly school buildings, but thanks to God, who always provides in His own way for the necessities of His Church, we are supplied by our religious communities of both sexes with teachers equal, in ability and efficiency and devotedness to their work, to the best of whom the high salaries paid by the state can attract to this honorable and useful profession. Hence it is that in the larger and wealthier parishes of the diocese our schools not only in the excellence of their school buildings, but especially in the ability of the teachers and efficiency of method, are equal to the state schools of the same class. We say this without fear of contradiction, not as boasting, but that our faithful people may be assured that in giving their children the benefit of religious instruction, we are not neglecting in the least their thorough training in all branches of secular knowledge. The fact that our children in competition with those of the state schools are equally successful in passing the Regents' examinations, is of itself convincing proof of the truth of this assertion. Why, then, should there be any hesitancy on the part of Catholic parents, who know the necessity and value of religious instruction, to obey the laws of the Church in this matter? It is not necessary for us to answer here questions such as this. Woe to the parents who sacrifice the eternal welfare of the little ones only temporarily committed to their charge, on the altar of pride and worldly advantage! Theirs shall be a fearful accounting before the judgment seat of Him who said: 'Suffer little children to come unto Me;' and again, 'Woe to that man who shall place a stumbling block before one of these little ones; it were better for him that a millstone should be hanged about his neck and that he should be drowned in the depths of the sea.' Many times, I am sure, you have taken occasion to review and answer the specious objections upon which some of our more worldly Catholics

"We introduce these remarks here to emphasize our determination to make the diocesan system of primary and grammar schools as perfect in every regard as any schools of like class in the land. Now that priests and people are so unanimous in their support, the task has ceased to be a difficult one. To this end, therefore, and following the repeated recommendations of our Diocesan School Board, we have created the office of School Inspector, and appointed as its first incumbent Rev. Edmund Gibbons. To him as its executive officer, with our authority, the School Board has delegated all its powers of inspection and supervision of the schools of the diocese. It shall be his duty to report to the Board and to us upon the condition of the school buildings, the qualifications of teachers, and observance of the regulations enacted by the School Board for the grading, management and examination of our schools. Whilst we shall continue to respect the immediate and dominant authority of pastors and trustees over their respective schools,, we shall not hesitate to proceed against any school which, owing to neglect or lack of attention on the part of those in charge, discredits the system of diocesan schools to which it belongs. We consider it an injustice not to be tolerated for a moment, to oblige our obedient people to send their children to schools which are not according to the high ideal and standard which we have just laid down.

**YES:** it is quite true that religious truths and practices must be "*committed to memory*." But to what memory? Not solely to the physical memory, as is often done; nor even to the intellectual memory alone: but to the conscience-memory, imagination-memory, will-memory, action-memory (or habit of action). That is to say the understanding, determination, conscience, religious sense, and mechanism of action must be so stored with impressions, that each will recall these impressions and repeat the actions when stimulus is applied.

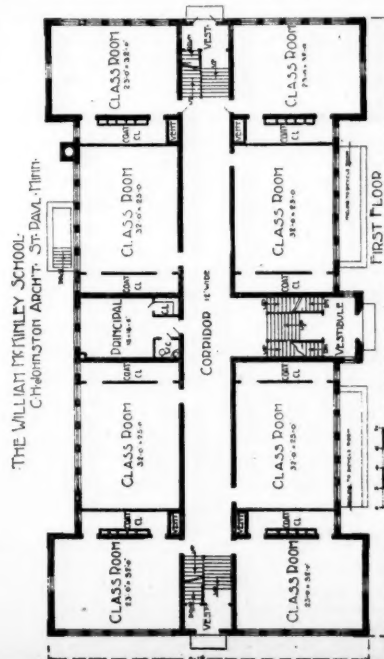
The fact of "committing anything to memory," in the ordinary sense of the word—i. e., learning words by rote or even fixing ideas in the mind,—is no guarantee as to the subsequent stages of religious education. Indeed, so much time and labor have to be expended on the first stage of religious education—the learning of words—that conscientious teachers complain that they are compelled by the laws concerning religious education(!) to pass over the religious formation of character in their pupils.

The systems of religious education as practised in many places are hopelessly antiquated. Indeed, they belong rather to the fifteenth than to the twentieth century. They are grounded on a false psychological principle; they are not accommodated to the nature of the child-mind; they have not advanced equally with secular education. Many teachers are still giving stones instead of bread—that is, sense-impressions instead of conscience-impressions and will-impressions; words instead of ideas.—*Bishop Bellord.*

## A detailed black and white architectural drawing of the Dunstable Hotel. The building is a large, multi-story structure with a complex roofline featuring multiple gables and a prominent central tower with a conical roof. Several chimneys are visible on the roof. The facade is characterized by numerous windows, some with decorative frames and others with small balconies. A sign above one of the balconies reads "DUNSTABLE HOTEL". The building is surrounded by a low wall and some landscaping, including trees and shrubs. The drawing is signed "J. H. B. 1890" in the bottom right corner.

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## THE TEACHING ORDERS AND THEIR FOUNDERS

HISTORICAL SKETCH SERIES

### The Society of Jesus

#### St. Ignatius Loyola.

THE story of the cavalier, wounded on the ramparts of Pampeluna, has often been told. Ignatius was not at that moment governor of the city, nor in any responsible charge. But official responsibility was not necessary for him to see the path of duty and follow it. A ball shattering the rock of the walls laid him low, maimed in both limbs. In the loneliness and tedium of a sick room, he whiled away the hours by dreaming of his ambitions and his aspirations, and he thought to feed them with suitable nourishment. He wanted a romance to read. There was none to be had. So, instead of the novel which was not forthcoming, he took what they gave him, the Life of Christ, and the Lives of some who had served Christ faithfully. The soldier of the field and of blood felt the objects of his ambition change; he became a soldier of the spirit and of eternal life. And, after the experiences of his bed of pain, and the protracted communings with another world he arose another man; he went forth a knight as ever, but not on an expedition terminating as before; in the year 1522 he went forth to found the Society of Jesus, which soon became a powerful army in the bloodless battles of the Church.

There are three lines of activity, in which the ability and energy of Ignatius Loyola stand out before the world. One is the capacity he showed as a governor or leader of men; another is a similar competency to direct souls in the spiritual life; the third his legislative genius in the intellectual order.

The legislation about studies contains one-fourth of the whole constitution of the Society of Jesus. It has seventeen chapters. One of them, on the method and order to be observed in treating the sciences, the founder observes that a number of points "will be treated separately, in some document approved by the General Superior. The whole written rule about the system of education is found in a double stage of development. The first is that in which Loyola left it; it gives the outline. The second is that in which Aquaviva completed it; this presents the finished picture. Hence, whatever was embodied in the System of Studies, as completed, had been the result of the most varied experience before legislating, an experience in the life of the order extending over fifty-nine years. Whatever this universal experience had not yielded as a positive result, or as applicable to all places, was not embodied. Teachers are different; national customs vary; vernacular tongues are not the same. With regard to these mutable elements the maxim of the order in studies, in teaching, in conducting colleges, was the same as that which it proposed to itself in the various other functions of practical life. General indications alone are given with regard to these variable factors. The same is done with respect to new sciences, which from the time of the Renaissance were felt to be approaching and developing. Subsequent legislation arises to meet them as they come.

### Die Methoden des Modernen Sprachunterrichts.

#### "Ein Lehrer."

DASS es für einen Menschen, der auf das Prädikat „gebildet“ Anspruch macht, wünschenswert ist, mindestens zwei Sprachen zu beherrschen, halte ich für selbstverständlich, dass der erfolgreiche Betrieb mehrerer Sprachen in der Elementarschule aber auch möglich ist, dafür bürge mir eine langjährige Erfahrung. Ich kann mit gutem Gewissen noch weiter gehen und die Behauptung erfolgreich verteidigen, dass der Betrieb einer zweiten Sprache den Fortschritt des Schülers in der ersten fördest. Dabei setze ich allerdings

voraus, dass der Betrieb beider Sprachen ein rationeller sei, und das wird nur dann der Fall sein, wenn die Methode des Unterrichts vernünftig ist. Man misst, und mit Recht, den Wert unserer Arbeit an dem Erfolg derselben, und daher hat die Frage, die ich zu diesem kurzen Referat gewählt, für uns alle die grösste Bedeutung. Vergessen wir nicht, dass eine grosse Verantwortung auf uns lastet; das Deutschthum Amerikas, ja alle Freunde einer fortschrittlichen Entwicklung des Schulwesens erwarten, dass durch unsere Arbeit die Schule in ihrer Arbeit bedeutend gefördert werde. Daher ist die Frage: Wie wollen wir verfahren, um unsere Arbeit so rasch und erfolgreich wie möglich zu machen, gewiss einer gründlichen Erwägung würdig.

Die Sprache ist, wie Wundt richtig bemerkt, nicht ein dem Menschen anerschaffenes Wunder, sondern ein notwendiges Entwicklungsprodukt seines Geistes. Ihre Entstehung und Entwicklung ist daher denselben Gesetzen unterworfen, welche das Wachstum alles Organischen beherrschen. Für irgend ein Menschenkind kann daher irgend eine Sprache die erste sein, die es erlernt, und so mag es sich ereignen, dass einem Kinde deutscher Eltern, die englische Sprache Muttersprache wird und umgekehrt. Da bei der Sprachbildung die Nachahmung die hervorragende Rolle spielt, so übertragen sich die Eigentümlichkeiten in Gedankenausdruck von den Erwachsenen auf die Kinder, und der Volksauspruch: „Wie die Alten sangen, so zwitschern die Jungen,“ hat nicht bloss bei Spatzen, sondern auch bei Menschen volle Giltigkeit. Und da die Sprache eine Kunst ist, so fordert ihre Bildung neben der von der Natur gegebenen Veranlagung, dem Sprachtalent, eine lange Reihe von Übungen der Sprachgymnastik. Bei der Arbeit, die notwendig, um eine grössere Sprachfertigkeit und einen umfangreicheren Sprachschatz zu erwerben, kann aber durch planvolles, systematisches Vorgehen der Weg bedeutend abgekürzt werden, daher sprechen wir von Methoden des Sprachunterrichts.

Auf keinem Gebiete des Unterrichts hat sich eine so grosse Zahl von Methoden entwickelt als auf dem des Sprachunterrichts; Methoden für Kinder und für Erwachsene, für Einzel- und Klassenunterricht—für die Muttersprache und für fremde, für alte und moderne, für Selbstunterricht und für die Unterweisung anderer—Sprechmethoden, Lesemethoden, Uebersetzungs- und grammatikalische—synthetische und analytische—rezeptive und produktive—mit einem Wort die Zahl derselben ist Legion. Sie alle zu charakterisieren, eine geschichtliche Entwicklung derselben zu geben, würde Material genug bieten, um ein dickes Buch zu füllen. Ich wünsche nur einige Andeutungen darüber zu geben, was man von einer guten Methode zu fordern hat, und überlasse der folgenden Diskussion die Erweiterung und Berichtigung meiner Winke.

Wie jedes Individuum einer Spezies in seiner Gesamtentfaltung die ganze Reihe der Entwicklungsstufen durchmisst, welche die Art im Laufe von Jahrtausenden durchwandelt hat, so auch auf dem Feld der Sprache. Von dem ersten unartikulierten Schrei des Säuglings bis zur Redekunst eines Demosthenes oder Cicero ist allerdings eine lange Bahn; an den Anfang wird jeder gestellt, das Ende erreichen nur wenige; alle aber entfalten ihr Sprachtalent nach denselben psychologisch-physiologischen Gesetzen. Diese zu erkennen und denselben zu gehorchen, ist unsere Pflicht. Wir sollten also vor allen Dingen die allgemeinen Gesetze der Entwicklung der Ausdrucksbewegungen kennen lernen, die sich im Menschengeschlecht kundgeben und uns dann dem Studium der individuellen Erscheinungen zuwenden, deren Erkenntnis für den Lehrer ebenso unerlässlich ist, wie dem Arzt die Diagnose jedes einzelnen Krankheitsfalles. Dass wir Lehrer die zu lehrende Sprache theoretisch und praktisch voll zu unserm Eigentum gemacht haben müssen, erwähne ich als selbstverständlich nur nebenbei, das Beispiel einer korrekten fliessenden und schönen Redeweise von seiten des Lehrers ist vom höchsten Wert. Würden unsere Schüler überall und von jedem Munde die Sprache edel und rein vernahmen, so wäre die Sprachbildung eine leichte Arbeit, unbewusst und spielend würde sich der Akt der Entwicklung des Sprachgefühls im Schüler vollziehen.

(Continued in April Number.)



# The Catholic School Journal

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## THE CATHOLIC SCHOOL JOURNAL CO.,

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Thomas A. Desmond, Manager.

MILWAUKEE, WIS.

*There is no painter, there is no sculptor nor artist, be he who he may, that can be compared to the man who knows how to form the minds and hearts of youth. This is a work far surpassing the finest creations of human art to reproduce in souls the living image of Jesus Christ.—St. John Chrysostom.*

\* \* \*

“The mind sees in an object what the mind brings power of seeing.”

Some children have the number faculty highly developed, others are strong in language power. In some families there is an hereditary inability to master mathematics. In making promotions allowance must be made for such cases.

\* \* \*

“The teaching is excellent, the discipline is so good as to be nearly invisible, and the head master a man of strength and ability, one of the rare men from whose life you could not conceive religion detached. One great problem of teaching the head has been solved; he knows the necessity of sympathy between the boy and the teacher and he secures it.” George C. Edwards, in *The Educational Review*, writes this description of the best boarding school he has ever seen. That is a right criterion of discipline. It should not be in evidence,—so good as rarely to appear. Then there is here an involuntary tribute to a high type of character,—one from whose life you could not conceive religion a thing apart.

\* \* \*

...In teaching, the best way is the easiest. The bungling apprentice sweats and strains and groans where the

skilled workman accomplishes results with facile ease. You who are so given to fretting and scolding, look to your own lack of power and intellect for the real defect. Other ways and wiser methods will bring results. Perhaps you have yet to know the wonderful power of conciliation and adroit commendation. Make a part of your daily examination of conscience the questions: Have I been fretful and impatient? Have I been wisely helpful in my methods, and wherein can I improve for tomorrow?

## Federation for Catholic Schools.

FEDERATION for Catholic schools, suggested by Rev. J. F. Nicholson in an article on another page, is a timely proposition and one that merits the consideration of parochial school authorities in the several dioceses. While some difference of opinion may exist as to how far uniformity of matter and method in our schools is desirable or possible in view of varying local conditions, it will be generally conceded, we think, that much might be accomplished for the parochial schools by national organization.

Federations, associations and consolidations represent the trend of modern affairs, and are being resorted to on every hand to strengthen all manner of enterprises and causes. Certainly, no cause that we know of is more deserving of every possible aid to strength and furtherance, than that of Christian education. Unity of purpose and zeal, we have without doubt, but whether all the effort that is being put forth is expended to best advantage, is the consideration with which a “central committee” might profitably deal.

In the several thousand parochial schools of the country, a great variety of text-books are being used. But all cannot be equally good. Here as in the public school field there is much wasteful experiment with texts, and the schools of different sections are continually finding out to their cost, what the experience of schools in other sections or the judgment of a competent committee might save them. What is true of text-books, is also true in a degree of methods, course formation, grading and school organization generally. Right here would lie the mission of the “central committee” and whether it saw fit to urge uniformity or not, it would find a great and important work in saving wasteful experiment, stimulating the educational conditions of certain sections to a higher standard and directing to best advantage the labors of an army of religious teachers.

Informal conferences of diocesan school officials for interchange of ideas comparison of methods, plans, organizations etc., have been proposed several times and could no doubt be brought about with less effort. They would redound greatly to the benefit of the dioceses represented. But a regular national organization with a permanent committee working steadily for the advancement of the parochial schools in all parts of the country, could accomplish in a comparatively short time what will otherwise come about only as the result of years of development and experience.

## SPECIAL TO THE REVEREND CLERGY:

Recognizing the fact, that the chief care and work of pastors in connection with their schools has to do with problems of general management, organization and financing, we propose in the future to give greater attention to such matters, without sacrificing in the least any of our present features or departments.

Articles will appear on many interesting and helpful topics, such as:

Best means of securing support for schools: methods of increasing attendance: value of regular visits, suggestions: holding pupils until graduation: every-day problems of school management, organization, etc. etc.

Much attention will be given to matters of school construction and arrangement—heating, lighting and ventilation. In this connection illustrations will be presented showing types of modern school buildings, suitable for large and small parishes—city and rural needs.

IN A WORD it will be our endeavor to make *The Journal* a publication that every pastor will want. It will help economize time, energy and money in the management of his school.

“Remember that every new subscription helps make *The Journal* better and more useful for all.” } WATCH FOR THE APRIL NUMBER.

### Professional Progress.

..THE movement to establish in New York a department of pedagogy in affiliation with the Catholic University at Washington, is one of significance and importance. It seems eminently proper that the great school system built up in this country by the church, should be supplemented by an institute devoted especially to the science and history of teaching. The proposed department, while intended chiefly to offer advanced courses to seminarians, college and normal graduates, will serve a great purpose by injecting into current pedagogical thought, a strong Catholic influence. As remarked by Bishop Spalding at the New York meeting: "From religious and patriotic motives we Catholics should take a more active part in educational matters. The Catholic Church is the strongest religious organization in the country beyond a doubt, and we are constantly increasing in numbers, wealth and education, and if we are to be an active part of the life of our country we must take a national view of Catholic education, and not confine ourselves to the parochial."

Undoubtedly the new department will exert a helpful influence down through the entire Catholic school system. But for the more immediate advancement of our parochial school work, we must look to the work our teaching orders are now doing in their institutes and novitiates. In this connection it is most encouraging to note the zeal and enthusiasm manifested by the teachers in most of our schools, and the eagerness with which they avail themselves of important means to professional advancement. Summer institutes are each year being given more attention. Special efforts are put forth to get the best workers and lecturers. Model schools and classes are organized and taught. Problems of the work are subjected to intelligent discussion. Helpful and experienced supervision and criticism is sought and secured.

..THE importance of this model class work, cannot be overestimated. No normal school or novitiate is complete without a training school where classes may be conducted under guidance of experienced experts—where the student after getting thorough theoretical preparation, is put in charge of a class room containing an average number of pupils, so that he may meet all the difficulties of discipline and all the problems of pedagogy that will beset him in his real work, and where he has near at hand the strong guidance of experience and the unsparing criticism of an expert critic teacher.

### Character Building.

By A. M.

WHILE we are mostly concerned with methods of instruction and training that will best suit the child's mind, let us not lose sight of some of the most potent factors in securing the true habits of punctuality, obedience, industry, attention and respect for rights of others.

The school room will, in part, be held responsible for the formation of such habits and cannot escape criticism if negligent in this respect. At best the child's school life is brief and it behooves us to make the most of that apprenticeship in the workshop where are laid some of the fundamental principles that will serve him in life's long struggle.

The teacher will constantly find many wrongs to be righted, shiftless habits to be rooted out, false notions to be corrected. Let us make good readers, writers, reckoners, but let us not be satisfied unless these results are accompanied by neat, tidy, thoughtful work. What other meaning may be attached to the words, "The child is father of the man," than that the habits formed in childhood will assert themselves in later life.

Make the child feel that you have no sympathy with laziness; with work that is half done; if the task is worth doing at all it is worth doing well, and no appreciation should be attached to the "happy-go-lucky" style that some pupils inevitably adopt.

There are many studies of the school curriculum that exercise a great formative influence upon the mind and

body of the child. Music and drawing, which are looked upon as "ornamental studies," are conducive to habits of accuracy in the training of the ear, eye and hand. And again the uniform response that must come from the pupils in a physical culture lesson would alone make that lesson beneficial, for it proves to the child the value and necessity of concerted action. The marked rhythmic movement in all such lessons is the secret but powerful agent that carries the hearts of the children into their work. Is it not this same secret agent, none the less powerful because hidden, that gives charm and beauty to all military movements and swings the thousands as one man?

Show a child that it is incumbent upon him to obey directly all orders that are given; that it is imperative that he should feel obliged to do certain things at a certain time; and that the welfare of the school depends upon his ready response. This uniformity is essential in much class-work and by it much time is saved.

..BUSINESS men constantly complain of inability of clerks to add quickly and correctly. Give exercises in rapid addition and subtraction from time to time. Nothing but repeated drills will develop the power of quick and accurate combination.

..WE do not think oral spelling accomplishes best results. We learn to spell by writing and reading. Some teachers go so far as to throw out spelling as a separate study and rely wholly on the composition and reading work to make spellers. We think the book useful for the groupings of difficult and unusual words as well as words of like and opposite meanings and to assist in fixing in the memory correct forms. Another thing we need to teach is correct abbreviation and contraction forms.

..THE skillful teacher can waive aside with an effective word, what one of impatient temperament would fan into an angry contention to rankle in the minds of pupils for weeks and months. Diplomacy is as important in the school room as elsewhere. Few things are worth quarreling about.

..THE coming months are especially favorable for nature study and observation work, helpful to the school curriculum. The budding leaves of trees, the springing into new life of nature all around us, must be brought to the attention of the children. The melting snow draining off through swelling rivulets, portrays in miniature the draining of continents. It is the time to plant a tree, to nurture flowers and to interest children in the great plant world. Train to habits of observation of nature and her works that we may see

*"Sermons in stones, books in the running brooks and good in everything."*

..WHAT can we do in the line of industrial training? Let us teach our girls to sew and cook, our boys to use tools to work in wood and iron. Let us have this for an ideal at least. Most of our children come from working homes and must return to the labor of trades. Let us help to make them masters in industrial pursuits.

..TRUANCY is epidemic in the spring months. All nature seems to invite the youngster to sun and fields. The school-house seems so gloomy and uninviting. Let us bring the sun and air, the freshness and flowers into our school rooms and make them specially inviting at this time.

*The Reverend Clergy and readers generally will confer a favor by mentioning The Journal or showing a copy to lay teachers, Sunday school teachers and all others not members of religious orders, who might be interested in Catholic educational methods. We should be pleased to send a sample copy to all such, as may write. Remember that every new subscription helps make The Journal better and more helpful to all.*

## Manual Training.

### School Gardens

HENRY L. CLAPP, MASTER GEORGE PUTNAM SCHOOL, BOSTON.

To ignore the garden as an educational means in elementary schools is as unwise as it is to leave it out of the kindergartens.

Mr. H. Courthope Bowen in his book on Froebel says: "The occupation which Froebel thought should be most diligently fostered is the care of animals and plants. Yet very few kindergartens seem to make a really earnest effort in this direction. Without this contact with living nature, however, no kindergarten is complete. When it is absent we may only too surely suspect that the true understanding of Froebel's process as a whole is absent, also."

The absence of the school garden is the most radical defect in our elementary education. In consequence much of the process of education has to be carried on under the disadvantages of representative forms and symbols of things. The process is difficult and slow. Because children cannot study everything at first hand, there is no excuse for depriving them of what they can study in that way.

City children should have opportunities to work in school gardens in order to understand fully what it means to "pull off your coat and go to work." Many of them have almost no responsibilities and do scarcely any work. Their city life and schooling make it seem desirable to seek for situations yielding much pay and demanding little work. They prefer work of such a nature that they can do it dressed in fashionable clothes, supplemented with jewelry and patent-leather boots, without the unpleasant accompaniments of calloused hands, soiled linen and sweat.

Work and workers of this nature command their respect. They cannot understand what Elizabeth in her German garden means when she comments thus on digging: "It is not graceful, and it makes one hot; but it is a blessed sort of work, and if Eve had had a spade in Paradise and known what to do with it, we should not have had all that sad business of the apple." Not knowing how and having no disposition to dig has made sad business all round and all ways.

Twenty-one years ago Rev. Washington Gladden found out how the leading men of Springfield spent their boyhood, and wrote an account of his investigations under the title, "The Disadvantages of City Boys." The gist of the matter he put thus: "Ninety-four and a half per cent. of these men from whom we have heard were either farmer's boys or poor and hard-working town boys. Pretty nearly all the prizes of life are carried off by the men who have learned to work."

The disposition of city children to pull off the coat and go to work—but not very vigorously and enthusi-

astically—has increased to an appreciable extent since that time by the introduction of manual training, or schoolroom cookery and carpentry, which serves a most useful purpose during the cold months of the school year.

During the warm months gardening has greatly the advantage of shop work. It is more natural, much more healthful, much better suited to young children, who have insufficient strength and steadiness to handle shop tools properly, much more fascinating to girls, and on the whole much more likely to be carried into the home as a means of subsistence or a life-long recreation. Skill in the use of tools is an important matter in household economy, but, except as a business, it can never equal the garden in economic value.

Such views seem to be supported by common practices in Europe. Everywhere these technical schools for youth of high-school age and adults are common; but in all Germany, where manual training is commonest, it is connected with only seventeen grammar schools; on the other hand there are eighty-one thousand school gardens on the continent.

In some of our schools young children are kept in a schoolroom to work on dry and cumbersome cardboard models and objects, when they might be out in the fresh air and clear sunshine raising vegetables and flowers of beauty and fragrance, if superintendents and instructors would study what is most suitable for children, instead of trying to make a fine step-by-step system and to jam the children into it.

The bearing of school-garden work on country life should be seriously considered. How can country people be kept from rushing into the city? Can school gardens prevent it in a measure? City children must be taught that all the beautiful and interesting things are not in cities, so that some of them will prefer to live in the country, even if they work in the city. Country children should have their attention turned to the interesting things in country life, such things as Thoreau, Lowell, and Whittier found, so that they will prefer country contentment to city wealth. City children should work more and country children less, so that either can willingly accept a situation in the country if city situations will not go around or pay living wages. This concerns girls especially, who had better study for some occupation peculiar to the country than run the risks they do in seeking city situations for which they are not prepared.

The present President of the Massachusetts Horticultural Society had the good fortune to attend a Friends' school in Providence, R.I., where each pupil was taught gardening and had a small patch of land to cultivate. That gave him a taste for farming, which he has followed during a long life with unusual success.

That is what instruction in horticulture might do for many a boy and many a girl; and so many a city pupil might find that priceless contentment so well described in that charming book, "Elizabeth and Her German Garden." She says: "The garden is the place I go to for refuge and shelter, not the house. In the house are duties and annoyances, servants to exhort and admonish, furniture and meals, but out there blessings crowd round me at every step, . . . and



every flower and weed is a friend and every tree a lover. Did ever a woman have so many friends? And always the same, always ready to welcome me and fill me with cheerful thoughts."

If there is anything in gardening that will thus affect even a small proportion of our children, by all means let us have it. Why should a matter so important be left to chance? If all our school-children for years past had had opportunities to become acquainted with charming wild flowers, and to learn how to cultivate vegetables and fruits, large and small, in school gardens, there might have been a hundred men like John Burroughs, or a hundred women like Elizabeth, or a thousand successful women horticulturists, where there has been one.

We hear much of industrial art which refers to shopwork, much of commercial art which relates to the training of middlemen or non-producers, but almost nothing of agricultural art and productive labor in the open. There are too many middlemen now. Poor people, especially, are suffering from them. "Coal at wharf prices," milk trusts, witch-hazel trusts, and no end of other trusts, furnish middlemen the means of making profits out of productive labor. Recently Prince Kropotkin said: "According to statistics industrialism is destroying agriculture. There is too much industrialism. Anything that will promote agriculture is a step in the right direction." Then why not ease up on manual training indoors and push manual training out of doors?

Probably the advocates of industrial art and manual training indoors believed them to be productive of good only; but no great amount of discernment is needed to see their tendency now. They tend toward factories, concentration and cities. Herding together to work, in itself, is of the nature of a city. A factory is much like a city on a small scale, and a few factories will make a city like Lawrence, Lowell, or Fall River. Crowds anywhere are very likely to make trouble sooner or later.

When young people have no resources for happiness in themselves, have not been taught quiet pleasures, such as are found in botany, bird study, mineralogy, gardening, painting, natural scenery and country life generally, but must depend on other people almost entirely for their amusements, they are sure to take almost any means to get into a crowd, to aim for the city, and to live as they think they must,—well, if convenient and easy, but in the city anyhow.

After every visit to it they become more discontented. With admiration they observe the splendid modern flat scintillating with nickel plate and having a flash-light apparatus that is set off by pressing a button. They notice that most of the people have short hours of light labor. Everybody seems to be dressed up all the time as if going to some entertainment, and they feel how much more agreeable that is than to be dressed down by their parents on account of some neglected chore. Their visits may be crowded with novel entertainments which they dream of long afterwards. And so city people seem to have a much easier time than country people.

Is it any wonder that industrial aid societies are

overwhelmed with applications for city positions? The more country people they help into the city, the more will come to profit by their aid.

If we have not already reached the deplorable condition resulting from the abandonment of the country for the city in England, we are approaching it as rapidly as every agency, good or bad, can make us. The London Fortnightly Review makes these comments on "Decaying English Peasantry:"

"The English peasantry, once deemed the finest in the world, have left the soil of England. They have flocked to the great cities. Our villages are half populated. And what a population—consisting chiefly of the maimed and the halt and the blind, the rheumatic, the paralytic, and the moribund! This, manifestly, is a matter of transcendent importance. In it are involved issues of life and death for the nation. The exodus from the country districts has resulted in the physical deterioration of our breed of men. The healthy peasants on leaving the fields for the slums and rookeries of our great cities rapidly degenerate and decay, and give to the world a more vitiated progeny. This is the effect of unwholesome food, of adulterated liquor, of contaminated air, of unsanitary dwellings, and of the principle of free trade, wickedly carried out with regard to a class of contagious diseases which poison the very life-blood of the generations to come. Let it not be thought that these are the words of rhetorical declamation. They are the words of truth and soberness. Every one of them is amply warranted by statistics lying before me as I write."

If there are any blessings and opportunities in a country life, any advantages of that life over one in the city, they should be called to the attention of children everywhere. There is no doubt that the concentration of people in cities has furnished all the conditions for the slums of London, Chicago, New York, Boston and every other large city. All the people who come to cities cannot get high wages, and low wages conduce to living in objectionable places. We have too much concentration in cities. We need separation most. The cities are over-peopled and the country under-peopled.

Such industrial conditions and resources for pleasure are needed as will make it desirable for people to live apart, where there is room, light, air and purity, such as the country affords. Then with a few congenial friends living within convenient visiting distances from one another, good books, good gardening and good farming, they will have resources for happiness in good measure. The most hopeful outlook to this end is in the establishment of school gardens.—Education, for June, 1901.

## The Teacher's Voice

Did you ever hear the sound of your own voice? Did you ever note its tone, pitch, or quality? While teaching, have you ever given it a moment's thought or attention? If not, just stop and think for a moment about the tone of your voice in the schoolroom today. Was it harsh, or was it kind? The smooth, clear, firm voice of the teacher is a potent factor in the schoolroom. The most successful teachers are those who are complete masters of their voice. The boisterous, loud-mouthed, scolding teachers stand at the bottom of the list, even tho they may have a well-posted and extensive knowledge. Guard well your voice.—Selected.

## Nature Study.

### How Seedlings Come up From the Ground

#### The Life in a Dry Seed.

For this study we shall use seeds of beans, peas, corn, pumpkin, sunflower, and buckwheat. You may use some other seeds if they are more convenient, but these are easy to get at seed stores or feed stores. If you did not know that they were seeds of plants, you would not believe that these dry and hard objects had any life in them. They show no signs of life while they are kept for weeks or months in the packet or bag in a dry room.

But plant the seeds in the damp soil in the garden or field during the warm season, or plant them in a box or pot of damp soil kept in a warm room. For several days there is no sign that any change is taking place in the seeds. But in a few days or a week, if it is not too cold, some of the surface earth above the buried seeds is disturbed, lifted, or cracked. Rising thru this opening in the surface soil there is a young green plant. We see that it has life now, because it grows and has power to push its way thru the soil. The dry seed was alive, but could not grow. The plant life was dormant in the dry seed. What made the plant life active when the seed was buried in the soil?



FIG. 1. Bean seedlings breaking through the soil.

#### How the Corn Seedling Gets Out of the Ground.

One should watch for the earliest appearance of the seedlings coming thru the soil. The corn seedling seems to come up with little difficulty. It comes up straight, as a slender, pointed object which pierces thru the soil easily, unless the earth is very hard, or



FIG. 2. Corn seedlings coming up.

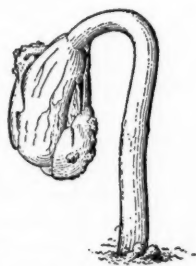


FIG. 4. Germinating bean shedding the seed coats.

a clod or stone lies above the seedling. It looks like a tender stem, but in a few days more it unrolls, or unwinds, and long, slender leaves appear, so that what we took for a stem was not a stem at all, but delicate leaves wrapped around each other so tightly as to push their way thru the soil unharmed. What would have happened to the leaves if they had unfolded in the ground?

#### How the Bean Behaves in Coming Out of the Ground.

When we look for the bean seedling as it is coming up we see that the stem is bent into a loop. This loop forces its way thru the soil, dragging at one end the bean that was buried. Sometimes the outer coat of the seed clings to the bean as it comes from the ground, but usually this slips off and is left in the

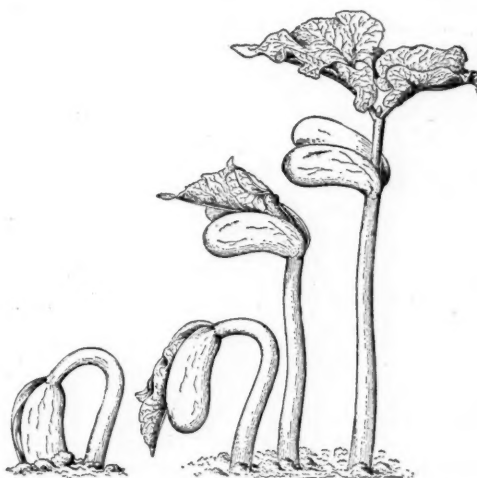


FIG. 5. Bean seedlings straightening up; the plumule and spreading leaves showing from between the cotyledons.

ground. Soon after the loop appears above ground it straightens out and lifts the bean several inches high. As the bean is being raised above ground the outer coat slips off. Now we see that the bean is split into two thick parts (cotyledons), which spread farther and farther apart, showing between them young green leaves, which soon expand into well-formed bean leaves.

#### The Pea Seedling Comes Up in a Different Way.

The stem of the pea also comes up in a loop. As it straightens up we look in vain for the pea on the end. There are small green leaves, but no thick part of the



FIG. 6. Pea seedlings coming up.

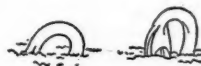


FIG. 8. Loop on stem of sunflower as it comes from the ground.

pea which was buried in the ground. This part of the pea, then, must have been left in the ground. When we have seen how the other seedlings come up, we can plant more seeds in such a way as to see just how each seed germinates, and learn the reason for the different behavior of the seedlings in coming from the ground.

#### The Pumpkin Seedling also Comes Up in a Loop.

and on one end of the loop, as it is being lifted thru the soil, we see two flat, rather thick parts. Together they are about the size of the pumpkin seed. By looking carefully we may sometimes find the old shell, or seed coat, still clinging to the tips of these parts of the seed; the shell is split part way down only, and so pinches tightly over the tips. Usually, however, it is left empty in the ground.

It will be interesting later to see how this little pumpkin plant gets out of its shell. It usually escapes while still buried in the soil. As the loop straightens out, these two thick portions spread wide apart in the

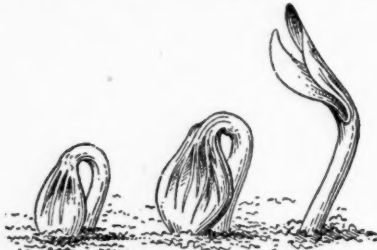


FIG. 7. Pumpkin seedlings coming from the ground, showing loop and opening cotyledons.

light and become green. There are little lines on them resembling the "veins" on some leaves. Are these two parts of the pumpkin seed real leaves? Look down between them where they join the stem. Very young leaves are growing out from between them.

#### The Sunflower Seedling.

The sunflower seedling comes up with a loop, dragging the seed on one end. The shell, or seed coat, is sometimes left in the ground, because it splits farther thru when the root wedges its way out. But often the seed coat clings to the tips of the cotyledons until the plant straightens. Then the cotyledons usually spread far apart. The seed coat of the pumpkin sometimes clings to the tips of the cotyledons until the sunlight pries them apart.

#### The Buckwheat Seedling.

This also comes up with a loop and we begin to see that this way of coming up is very common among seedlings. The seed coat of the buckwheat is often lifted above ground on one end of the loop. It is split nearly across. Thru the split in the seed we can see that there are leaves packed inside very differently from the way in which the cotyledons of the pumpkin and sunflower lie. The buckwheat cotyledons are twisted or rolled round each other. As the seedling straightens up they untwist, and in doing this help to throw off the coat.

## Nature and Culture Study

W. T. CARRINGTON, IN MISSOURI SCHOOL JOURNAL.

Again let us explain what is meant by the expression: "Culture, in a more technical sense, results from the study of literature and art, from the study of such things as develop the esthetic and the ethical in children. Literature worthy the name is produced only by the author who has been a close student of nature, who has learned to interpret and appreciate the "handiwork of God." Artists when "true to nature" touch the souls of men. "Nature in her various forms" is ever present appealing to every observing mind and links the practical and cultured elements as can not be done in any other way. Geography and history are too closely related to be widely separated in a school program and they reach back into and are based finally on one's knowledge of nature and natural phenomena. Reading and language as mere mechanical subjects kill the spirit of the child. Linking them to the good and beautiful in classic literature awakens new-born feelings and thoughts, and this is education. What is it we call "Correlation of Nature Study with literature, history, geography and art?" It is but a method of teaching any of these subjects. Nature Study leading to practical agriculture deserves a specific place on the daily program of every rural school; but as a method to awaken new life and interest in literature (reading, language, spelling and writing), geography and history, its importance is much greater. Until this work has been reduced to a better pedagogical basis, let us catch the spirit of the movement and modify regular lines of schoolroom work just as far as we can without interfering with its unity and continuity. The teacher who ridicules nature study and literature, who thinks they are not common school subjects, who lays "the flattering unction to his soul" that children in the country "can not read and spell and write, much less study and appreciate literature" deserves the pity and sympathy of progressive, wide-awake teachers. A peep into his school will call to mind "the blind leading the blind."

Below are some short poems worthy of careful study and memorizing which may be made the basis for language, spelling and writing lessons:

#### Pussy Willow.

The brook is brimmed with melting snow,  
The maple sap is running,  
And on the highest elm a crow  
His coal-black wings is sunning.  
A close, green bud, the Mayflower lies  
Upon its mossy pillow;  
And sweet and low the South Wind blows,  
And thru the brown fields calling goes,  
"Come, Pussy! Pussy Willow!  
Within your close brown wrapper stir;  
Come out and show your silver fur;  
Come, Pussy! Pussy Willow!"



Soon red will bud the maple trees,  
 The bluebirds will be singing,  
 And yellow tassels in the breeze  
 Be from the poplars swinging;  
 And rosy will the Mayflower lie  
 Upon its mossy pillow;  
 "But you must come the first of all—  
 Come, Pussy!" is the South Wind's call—  
 "Come, Pussy! Pussy Willow!"

After careful study of the following points have stories written about each: the brook; the maple sap; the crow; the Mayflower bud; the south wind; the brown fields; brown wrapper and silver fur; maple buds; poplar tassels. Study this poem again and have it committed and recited. Copying it from memory will test spelling, punctuation and capitalization.

#### Nature's Thoughtfulness.

So busy is the dear old earth  
 A-weaving million tresses,  
 And making for her forest trees  
 The freshest of new dresses;  
 A-spreading carpets o'er the dales  
 Embroidered with sweet posies,  
 A-molding petals velvet soft,  
 And making up her roses.  
 So busy is the dear old earth  
 Her spreading meadows over,  
 A-storing honey in the cells  
 Of her vast fields of clover:  
 A-carving scarlet lily cups,  
 A-setting bluebells ringing;  
 And teaching all her baby birds  
 The newest rules of singing  
 So busy is the dear old earth  
 Thru every summer morning:—  
 Pray tell me why this eager haste,  
 This marvelous adorning,  
 The fringed petals, tinted cups,  
 The wondrous variation?—  
 Methinks she's getting ready for.  
 Her boys' and girls' vacation.

What makes old earth so dear? What are tresses and how made? Talk about "new dresses," "embroidered carpets," "velvet petals," "honey cells," "scarlet cups," "marvelous adorning," and "wondrous variation." Study the meaning and significance of the words, a-weaving, a-spreading, a-molding, a-storing, and a-carving.

#### Conversation Lessons

Plants: Distinguish herbs, shrubs, trees. How resemble? How differ? How do plants feed? How breathe? How do plants provide for future growth? Name some plants in which material for future growth is stored in seeds, in leaves, in stems, in roots. Name some ways in which seeds are protected in winter and show examples. Name some plants of which man eats the seeds; eats the roots; eats the stems; eats the leaves; eats the sap; eats the seed covering; eats the bark. Describe each kind and how and where it grows. Watch the buds from day to day on fruit

trees, on vines, on shade trees, on shrubs, and learn the difference between fruit buds and leaf buds. Learn something of the cultivation and growth of some plants that furnish us beverages, that furnish flavors, that furnish oils.

Animals: Note the change in appearance of animals as spring comes on; the reappearance of insects, of birds, of frogs. Account for these changes and reappearance. Find how different animals breathe; how their blood circulates; what special senses they have. Account for their color and variegated colors. Classify birds by the kind of feet; by the kind of beak; by what they feed on.

### An Arbor Day Story

BERTHA E. BUSH, GARNER, IOWA.

"I haven't anything to be thankful to trees for. If I lived in the country it would be different. Such a picnic as we had in the woods at Aunt Lizzie's last summer! But we don't have any use for trees here in town."

Tom had to write a language paper on "What We Owe to Trees," and he didn't like it.

"Come, go to work, my son," said mamma, and Tom picked up his pencil and drew his tablet toward him. But he had tramped a long way in the high wind flying his kite and the warmth of the pleasant room made his eyelids heavy.

Lower and lower they drooped. Then Tom put his head down on the table just for a minute and in that minute he fell fast asleep.

Then he heard dozens of little voices whispering about him, a whispering like the rustle of the leaves, only he seemed to know what the rustling meant.

"Take his head away from the table. The table is made from a tree," said the little voices.

"Take him out of the chair. The chair is made from a tree," said the voices again.

Bump, thump, went poor Tom on the floor, but even then the voices were not satisfied.

"No, no," said a sweet, little sighing voice. "The floor is made of boards cut from my pine tree."

"Take him out of the house," said a myriad of voices. "All kinds of wood are used about a house."

A blast of cold air made Tom shiver. He opened his eyes to find himself on the ground under the stars with the north wind blowing over him. All around him curious little forms were flitting.

"Who are you and what do you want of me?" asked Tom.

"We are the elves of the woods. We have come to take you where you will not need to be thankful to trees," responded the whispering little voices.

Tom shivered again. He was beginning to feel very miserable. "How long must I stay here?" he asked.

"You must stay here" said the chief of the elves solemnly, "until you can tell me some other place where you can go where you will not have to be thankful to trees."

Tom thought hard. It was no use to ask to go home. The more he thought, the more he remembered about his home that was made of wood. But the schoolhouse was built of brick and stone.

"Please take me to school," he said. And then by one of those queer changes that happen in dreams, Tom was setting out to school with his books under his arm.

"How muddy it is," said Tom. "I didn't notice it this morning. Why, the sidewalk is gone! Of course. That was made of wood but I never thought before how hard it would be to do without it."

Very muddy and uncomfortable Tom reached the schoolhouse at last. But such a desolate place! No doors, no window frames, no floors, no seats, no desks. "All of these are made from trees," said the little voices. "Go to work, Tommy."

Tom sat down on the bare floor and opened his book. But he could not find his lead pencil or his tablet.

"Lead pencils are cased in wood," said the voices around him, "and the paper in your tablet is made of wood pulp."

At last Tom found a slate with the frame gone and a bit of slate-pencil, and began to figure away on his arithmetic lesson. But it was cold altho it was spring.

"Please can't the janitor make a fire?" asked Tom.

"Fires are made from wood," said the mocking little voices.

"Why, no!" said Tom. "Mr. Dubbs burns coal in the furnace. I have often seen him shovel it in."

"Ho! ho! ho!" laughed the little voices. "Coal is only wood grown hard. You can't build a fire, Tom, without being thankful to trees."

Tom began to think that he did not feel well. Perhaps he would be better if he would eat something. He put his hand in his pocket and pulled out an apple and some nuts.

"No, no!" cried the voices. "Take them away. They come from trees."

Then Tom felt so unhappy that he fairly groaned.

"Wake up, Tom," said mamma. "You are too sleepy to write your language paper tonight. Run up to bed and you can get up and write it in the morning."

Tom opened his eyes and saw that he was in the warm, bright dining room. He stared at the lamp with sleepy eyes.

"The kerosene was made from petroleum and that was pressed out of trees when they were turned into coal," he said drowsily. "Good night, mamma. My bed came from the trees, too."

In five minutes, Tom was settled for the night. But he woke up bright and early in the morning and wrote such a good language paper.

"Why, I've found that I can scarcely turn around without being thankful to trees," he said to his teacher when she gave him back his paper with "Very well done" marked on it in red ink.

## Number and Arithmetic.

### Better Results in Arithmetic

ROBERT J. ALEY IN EDUCATOR-JOURNAL.

Arithmetic receives its just share of time in our schools. The most ardent lover of the subject would hardly demand more time. Teachers, patrons and pupils are all aware, however, that the results are not commensurate with the time given. We need better results. These should be measured in greater accuracy, more power to think and better ability to apply arithmetic to the ordinary affairs of life.

No doubt many things contribute to the present poor results, so many, indeed, that it would be futile to attempt to enumerate them. It may, however, help to a solution if a few of the more notable causes of the present poor results are mentioned:

(1) Failure to learn the tables of the fundamental operations. Many pupils enter the high school and even the college who can not perform with any certainty the ordinary operations of addition, subtraction, multiplication and division. Work was so thoroly eliminated from their early school life that they did not learn the tables for the fundamental operations.

(2) Failure to think. Many pupils are allowed to form and then continue the habit of beginning a problem by "figuring" and then sometimes thinking. The "I did not think" of the pupil is too often accepted as an excuse for poor work.

(3) Too much time is given to unimportant or obsolete topics. Such subjects as foreign money, longitude and time, compound interest, bank discount, foreign exchange, equation of payments, compound proportion, partnership and cube root often consume the time and energy of the pupil to the exclusion of a clear understanding of the important parts of the subject.

(4) Too much time wasted upon mere puzzles. Catch problems and puzzles hoary with age are still found in many places using up the time and nerve force of bright boys and girls.

(5) Too much time used in solving problems that involve unusual numbers. It is a mistake to suppose that a problem has virtue merely because it contains calculations with very large numbers, or fractions so complicated that they never occur outside of a school arithmetic. What can be done to get better results? The proper answer to this question would require a small volume. We can only enumerate a few of the more important things that may help toward improvement:

(1) Avoid the mistakes pointed out above. See that the tables of the fundamental operations are perfectly learned. This will require patience and tact. Much drill is necessary, but it must be intelligent. No book can be trusted to furnish the proper and necessary material. The live, thinking, working teacher must

be ever present. Pupils must be taught to think and then when necessary "figure." Teachers and pupils must have courage enough to omit some subjects and treat others but lightly. Cut out all mere puzzles and catch problems and also most of the problems that involve long, tedious or unusual calculations.

(2) Make the work more rational.

The school way of doing a thing should justify itself to the business man. Many times it does not. Concrete problems should be such as may actually occur in the business world. Methods of solution ought to be direct, short, neat. Rational methods avoid all unnecessary work.

(3) More intelligent teaching.

This means teachers who understand the subject thoroly, who see the end from the beginning, and who have such a perspective of the subject as will cause them to give each part no more than its proper emphasis. Such teachers will have a fine enthusiasm that will be contagious. They will keep in touch with the best arithmetic thought of the world. They will enrich the course in arithmetic. They will give us results that may be measured in accuracy, thought power, and power to do.

## Some Suggestions on Teaching Arithmetic

1. Fifteen minutes of class work three times a week ought to be sufficient practice for absolute accuracy and reasonable rapidity with any pupil after the second or third grade, while two periods of fifteen minutes a week ought to answer with most, and one period with some in the seventh and eighth grades.

2. It is assumed that the children have been taught number in the first and second grade enthusiastically by some wide-awake modern method, and all estimates are based upon this assumption. It is further assumed that the children have other ordinary teaching of number, with explanations and problems, for at least two days each week, with half hour periods.

3. In specifying three fifteen-minute periods each week it is expected that every second of this time is to be devoted to intense, keen, concentrated practice upon the class of examples and exercises specified.

4. If the teacher has a habit of over-much talking, then whatever time she spends in talking should be added to the fifteen minutes, lengthening the period accordingly.

5. If the teacher does not require her class to be ready for the assigned work promptly, then all the time wasted thru bad habits should also be added to the fifteen minutes.

6. For this intense work the mind needs to be fresh and elastic, and to this end the room should be ventilated just before the practice period, and, when practicable, the physical culture exercise should immediately precede it. The pupils should work so intently in this exercise that fifteen minutes should be the limit.

7. No specific amount of work should be required of

any child, but rather only so much as will secure accuracy and rapidity.

8. This work is inevitably individual, and as soon as any of the mathematically inclined children attain accuracy and rapidity in any exercise, let them move on without taking more exercises of that kind, and when it is certain that they can attain these ends more quickly than the others, then allow them to omit one of the three exercises a week.

9. All writing of examples should be done before the class is called. As many examples as the child can hope to perform in fifteen minutes should be written; as a matter of fact, more should be prepared so that there will be no liability of getting thru ahead of time.

10. During the practice the room should be entirely quiet, with no asking or answering of questions.

11. The answers should be placed upon the board so that in the last three minutes the answers can be compared by the children and properly marked.

12. No record need be kept of the work of any child, as the place he has attained in the practice shows to what point he has attained accuracy and rapidity.

13. Insist upon good distinct figures.

14. Never allow rapidity to be secured at the expense of neat, clean, work.

15. There is no virtue from the business view of arithmetic in oral work, nor in blackboard work, nor much in print figures. They should add, subtract, multiply, and divide with figures of their own making.

16. There is almost as much virtue in writing good figures rapidly and correctly as there is in the processes themselves.

17. Use paper and pencil. The slate is unnatural, noisy, and dirty.—A. E. Winship.

## A Number Game

Passing quickly thru the aisles, crayon in hand, place a number on each slate, not going beyond sixty. A boy or girl is then called to the platform, holding the slate so that all can see the number. The children rise in turn, hold up their slates, and, telling what their numbers are, ask the pupil on the platform a question. When he fails to answer correctly he goes to his seat, and the one who asked the question answers it and takes his place. The following are some questions that may be asked:

"My number is thirty-seven; how many more is yours than mine?"

"My number is ten; if cents, how many 10-cent tops could you buy, and how much over?"

"My number is twenty-seven; add mine to yours."

"How many nickels in your number?"

"If my number be taken from your number what will be left?"

"Your number is how many times my number?" etc.

This calls for close attention and rapid thinking.—Indiana School Journal.



## Geography and History.

### Points to Be Observed in History Teaching

The following suggestions are extracts from the report of the conference on History to the Committee of Ten, published by the N. E. A. several years ago:

"The result which is popularly supposed to be gained from history, and which most teachers aim to reach, is the acquirement of a body of useful facts. In our judgment this is in itself the most difficult and the least important outcome of historical study. Facts of themselves are hard to learn, even when supported by artificial system of memorizing, and the value of detached historical facts is small in proportion to the effort necessary to acquire and retain them."

#### Educational Value.

"The principal end of all education is training. In this respect history has a value different from, but in no way inferior to that of language, mathematics and science. The mind is chiefly developed in three ways: by cultivating the powers of discriminating observation; by strengthening the logical faculty of following an argument from point to point; and by improving the process of comparison, that is, the judgment.

"As studies in language and in natural sciences are best adapted to cultivate the habits of observation; as mathematics are the traditional training of the reasoning faculties; so history and its allied branches are better adapted than any other studies to promote the invaluable mental power which we call the judgment. Hence statesmen have usually been careful students of history."

#### Moral Training in History Teaching.

"Another very important object of historical teaching is moral training. History is the study of human character. 'Perhaps the most valuable part of our work,' says a teacher, 'is that we are all made—teacher as well as pupil—to learn personal lessons from history, to watch the course of humanity as we would that of an individual, to shun its errors, and make use of its excellencies'; and it is a study in which the mistakes and failures of national life, like those of private life, become suggestive warnings."

#### Acquirement of Useful Facts.

"To sum up, one object of historical study is the acquirement of useful facts; but the chief object is the training of the judgment, in selecting the grounds of an opinion, in accumulating materials for an opinion, in putting things together, in generalizing upon facts, in estimating character, in applying the lessons of history to current events, and in accustoming children to state their conclusions in their own words."

#### Forms and Functions of Government.

"But it is expected that good teachers in dealing with history thruout, and especially with American

history, will constantly refer to the forms and functions of government with which the children are most familiar."

#### Class Methods.

"It is well in a brief talk to present the substance of the next or of approaching lessons, so as to suggest to the scholar the relations of the facts he is about to study. 'In my presentation of a subject,' writes a teacher, 'I always work from circumference to center. I sketch, first, the barest outlines of the whole, so that the pupils may see the bearing and feel the relative importance of the subject in hand.'"

"Set lectures on the lesson, while very suitable for colleges, are not so well adapted to schools. To be useful, they require elaborate notetaking,—a severe strain if well done, and if ill done productive of mental dissipation. We incline to recommend only informal talks which will explain the cause and effect of events, and which may add interesting illustrations and comparisons to the lesson of the day, as it appears in the text-book."

"What is learned in text-books ought in most cases to be brought home to the mind in recitations, which should be less a test of faithfulness than a supplement to the reading. It is better to omit history altogether than to teach it in the old-fashioned way, by setting pupils painfully to reproduce the words of a text-book, without comment or suggestion on the teacher's part. The first duty of a teacher is to emphasize the essential points in the book, to show, if possible, what is the main thing worth remembering in the lesson of the day."

"Again, the questions in a recitation ought not to demand from the pupils a bald repetition of the phrases or ideas of the book, but ought to call for comparison and comment. The questions ought constantly to go forward and backward, to bring up points of comparison from previous lessons, and to bring in illustrations from other parallel subjects."

"How far should pupils be expected to memorize? 'A few things should be learned by heart, and, when forgotten, learned again, to serve as a firm groundwork upon which to group one's knowledge. Without knowing the succession of dynasties, or of sovereigns, or of presidents, or the dates of the great constitutional events, the pupil's stock of information will have no more form than a jelly-fish.' But those few necessary facts ought to be clearly defined as only a framework to assist the memory."

"An excellent suggestion is that of 'open text-book recitations' in which with their books before them, pupils are asked questions on cause and effect, on relations with previous lessons, etc.; answers may, if necessary, be written out and corrected in class. Such an exercise trains pupils to take in the thought of a printed page, and to grasp the essential points.

"Such a system tends to encourage the habit of applying what one knows to a new problem. Still more helpful in the same direction are the off-hand discussions and impromptu debates which spring up in an eager class, and which should be encouraged by every good teacher."

"Another form of recitation is the written exercise repeated at frequent intervals; a single properly framed

question given at the beginning or end of each recitation, with ten minutes to answer it in writing, will train pupils in the habit of combining and applying their own information. For such an exercise, questions involving comparison are well adapted."

"Recitations alone, however, cannot possibly make up proper teaching of history. It is absolutely necessary, from the earliest to the last grades, that there should be parallel reading of some kind."

"The teaching of history should be intimately connected with the teaching of English . . . by writing English compositions on subjects drawn from the historical lessons."

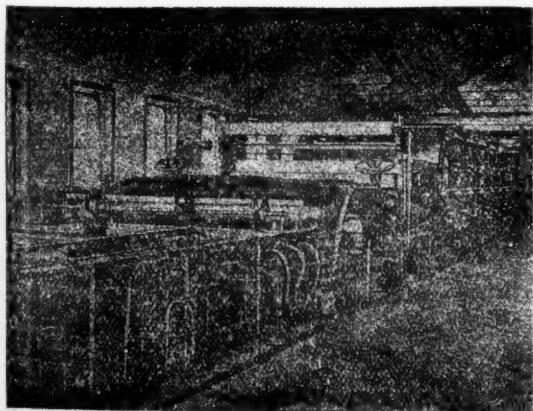
"All methods of teaching history may be made more effective by having the proper surroundings, and by making use of illustrations drawn from the experience of the community. An attractive class room is an incentive to historical study. In many schools something may be done by encouraging the pupils to bring in historical pictures; these may be of every degree of value from rough wood-cuts taken out of the daily papers, to portraits and engravings of historical scenes, and photographs of famous places or buildings. In one school the teacher has a large collection of pictures cut from illustrated newspapers pasted on cards."

## Great Industries.

NELIE MOORE.

### Paper-Making.

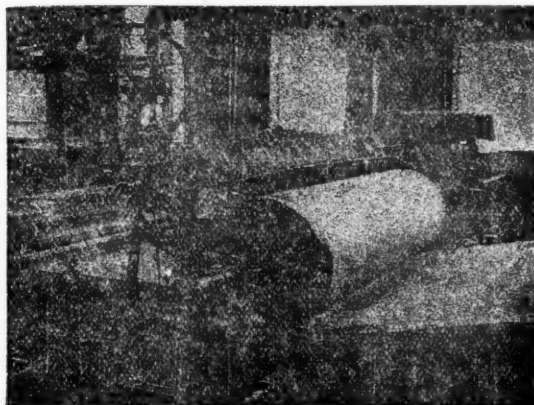
The very early history of paper is involved in obscurity. Two thousand years ago the Chinese understood how to make it from a pulp of vegetable fiber. The ancient Egyptians made it from the papyrus, a reed growing in the Nile delta. In the eighth century the Arabs made it from cotton. They and the Moors introduced its manufacture into Europe thru Sicily and Spain. When the people in northern Europe away from the cotton growing districts began to make it



The Modern Fourdrinier Paper-Machine.

they mixed rags with the raw material, so linen became a paper-making fabric. From the fourteenth century the manufacture of paper has been a European industry.

Today the greatest paper producers are the United States, Germany, and Great Britain. Our own country with characteristic enterprise supplies about one-third of all that the world now uses. The enormous consumption of paper in the United States is due largely to the great number and size of our newspapers and other periodicals. If it is true that "every one who reads the newspaper is a citizen of the world,"



The First Press Rolls.

our people must be thoroly cosmopolitan, since in no other country are books and newspapers read so extensively as in our own.

### A Bit of Commercial Geography

By a little well-directed map-work your children can get some practical commercial geography. Let each pupil locate on his own map the places mentioned as the reading progresses. By standing back of the class the teacher can readily see what pupils need assistance, and that the entire class is getting the matter at their fingers' ends.

According to recent statistics our country has a thousand and seventy paper and pulp mills in thirty-five States. New York leads with a daily capacity of almost eight million pounds, nearly one-quarter of the total output of the United States. Next comes Maine with a daily capacity of nearly three and three quarters million pounds. Wisconsin and Massachusetts take third and fourth rank. New York City, Boston, Philadelphia, and Chicago are our centers for book and newspaper publication, the newspapers of our country alone requiring over one-quarter of the entire paper output.

One of the best recent works for the teacher's use is Adams's Commercial Geography by the Appleton Company. On page 104 you find this, giving some idea of the worth and helpfulness of every one of its more than 500 pages:

Nearly all the news paper is made of wood pulp, and an area almost half as large as Rhode Island is stripped of pulp timber every year to supply the paper mills. Fifty paper mills, most of them in New York, New England, Wisconsin, and Oregon near sources of wood-pulp supply, daily make 3,000 tons of newspaper. Of the writing and better grades of paper, mostly made of linen and muslin rags, Massachusetts manufactures more than one-half. Holyoke, Mass., is the largest.

center of the industry, not only of this country but of the world.

The United States exports more than twice as much paper and its manufactures as it imports. Great Britain is the largest buyer of our news, book, and writing papers. The leading European producers of paper, with the exception of Great Britain, Russia, and Spain, also export more paper than they import.

### Sources of Paper Stock

The enormous importance of this industry makes its raw materials worth a lesson. Recent statistics show that as a staple in this country paper ranks third. The products of the earth hold first place, including food-stuffs, raiment, etc.; iron and steel, the bulwark of our commercial life, hold the second place; while paper comes next and bids fair to increase in importance. Turn again to Adams's Commercial Geography and read this:

Paper is made from vegetable fibers which, reduced to pulp, mat together when freed from the water used in the pulping process. Linen and cotton rags, wood, straw, paper waste, and esparto are the fibers used. Wood pulp is the largest source of paper stock where great forests of spruce or poplar exist, as in the United States, Canada, and Germany. Printing, writing and wrapping papers are the most important kinds, but paper is now made into a great variety of articles such as boxes and wall paper, and is moulded from pulp into building material, pails, and even car wheels.

Flax, hemp, manila and jute are also used in the manufacture of paper. Your children can find further use for discarded geographies in looking up the sources of this supply. Esparto is a Spanish grass grown largely in South Africa and used in the factories of England. The chemicals required to free it from resin and grit are expensive and its cost of importation prevents its use in America. Spruce wood is the main material for cheap paper. Hemlock is used for colored papers, for it cannot be bleached white. Eight years ago spruce wood could be bought in Wisconsin for \$4.50 a cord. Now it costs \$8.50.

### Process of Manufacture

The first thing done to the old rags at the mill is to beat out the dust by machinery. They are then sorted by women and girls who remove all buttons, silk, wool, hooks and eyes. Then follows another beating, a washing and a chopping before they are ready to be reduced to pulp. Spruce wood is first ground into flour and then put into great vats called beaters where it is bleached and turned into pulp. An axle armed with knives thoroly beats, and mixes the mass of wood meal with water. After being treated with lime until it becomes snowy white, and about the consistency of bill-poster's paste, it is run thru a set of rollers that squeeze out the water.

Sometimes the wood is cut up by a machine into chips and poured into a great digester as it is called, which is a huge upright boiler with sulphuric acid as a digesting fluid, where the wood is cooked into pulp, a more costly process than that of making ground pulp. This sulphite fiber, almost as soft [as silk, is used for making book papers and for mixing with rag pulp for writing papers.

The pulp is fed to the great paper machine shown in the first illustration in a solution so thin it looks like

soapy water running over a woven wire belt with a mesh fine enough to retain the wood fiber while the water passes thru. Toward the end of the belt is a



Slitting and Winding.

metal box or bridge covering about five inches of its length. Under this the soapy looking water goes, to emerge as a thin layer of paper, a change so sudden you think of magic—the magic of modern machinery. As the stream of watery pulp flows under the bridge a suction machine sucks out the water from below, leaving the wood fiber deposited on the belt in the form of paper.

After passing thru a series of drying cylinders and about a dozen or more rollers heated by steam the paper is wound into great rolls, as you see in the third illustration, or cut into sheets if so desired.

Since paper can be made at the rate of 400 feet a minute and the process must be continuous owing to the great expense of wiping and cleaning these mammoth machines fifty and sixty feet long, when the pulp has dried on, or preventing rust of the many parts thru which it passes, some one has estimated that a single machine in one year could turn out a strip of paper 30,000 miles long; enough to wrap around the equator and then run a bandage up to Chicago, around Lake Michigan, and back again to the equator.

### Keep Serene

A young friend of mine, a boy of fourteen, used to tell me a great deal about his school life, and from his talk I learned many and many a lesson which I put to practical use in my own school work.

He told me one day how the boys had "cut up" until the assistant was tried almost beyond endurance.

"Why do they treat Miss B. in that way?" I asked. "Don't they like her?"

"Oh, yes; but they just love to rattle her, you know; she gets so mad."

"Do they treat Miss C. that way, too?"

"Oh, no! They can't rattle Miss C. The worst boy in school wouldn't try that."

"What would she say if he did?" I asked artfully.

"Oh, I don't know; maybe she'd say, 'That'll do, Otto, subside,' and she'd say it in that pleasant 'we-understand-each-other' way, that would make him feel kind of good, you know, even if he is ashamed."

Here I made a mental note: No idle words there; just a pleasant "we-understand-each-other" way which the boys immediately fall in with and like immensely.—Selected.



## Language and Reading.

### Descriptive Composition

Success in description depends upon the ability to observe and to describe the features which separate and distinguish one subject from another of the same kind. A study of objects that are similar or are intimately related, with a view to finding out their differences, will be found valuable in preliminary work. Passages may be chosen from Ruskin, Dickens, Macaulay, Scott, or from other masters of descriptive prose. These may be explained and discussed in class, the teacher showing how the different elements of character or components of a picture may be variously emphasized to produce different effects. The arrangement of sketches will depend upon the effect desired, and the readers for whom they are intended. The Bay of Naples, for instance, has afforded material for various kinds of description. One writer portrays the natural beauty of the bay and the surrounding country, taken together; another, the view from the land or from the sea; another pictures the bay in the light of history, making note of leading events that have occurred there. The essential of successful descriptive writing is thru acquaintance with the subject, obtained, if possible, by personal contact. Pupils should fully understand this, and should write chiefly about things with which they are familiar—such as places which they frequently visit, or their own homes and surroundings.

Essays upon subjects relating to geography have been noted in a previous chapter. Papers relating to local geography may be included under the head of descriptive composition. Natural features of the vicinity of the school, such as bodies of water, islands, waterfalls, hills, etc., will supply excellent subjects for school compositions.

The following are some topics for descriptive themes:

Wild flowers.  
A country mill.  
A country store.  
A village street.  
A crowded corner in a city.  
Sunset in the country.  
The woods in autumn.  
The woods in spring.  
A lake.  
An island.  
A cave.  
A rock.  
A hill.  
A brickyard.  
An old church.  
A cemetery.  
An old-fashioned fireplace.

A well sweep.  
A curbed well.  
Winter evenings.  
My first fish.  
Dolls and playthings.  
An old almanac.  
A scrap bag and its contents.  
A carpenter's chest of tools.  
A blacksmith shop and its furnishings.  
A cooper shop.  
A garret.  
An old chest or trunk, and its contents.  
An old spoon, dish, or other family heirloom.  
The old-time daguerreo-type.

An old-fashioned clock.  
An old sword or cane.  
Street cries and incidents.  
Waiting for a train.  
Household employments.  
A ford in a river.  
A rainy Saturday.  
A wayside inn.  
A country bridge.  
Experiences in a street car.  
The history of a scrap-book.

An old engraving.  
Peculiar\* fashions in dress.  
The postoffice.  
The school building.  
The courthouse.  
The jail.  
A wheelbarrow.  
A compass.  
A day in a park.  
A picnic.  
A skating party.

—Mann's School Recreations and Amusements.

## Methods in Reading in Albany Teachers' Training School

Fourth Year—First Semester—Age of Pupils' 9 Years.

(REPORTED BY ANNA L. ROURKE.)

*Aim*—To teach the first five paragraphs of "Searching for Gold and Finding a River." Page 129, Baldwin's Fourth Reader.

*Preparation*—The pupils having previously read "Going East by Sailing West," and found the places mentioned therein on globes and maps, a map of the hemispheres was hung up and the teacher asked such questions and gave such information as would lead the children to feel an interest in the piece to be read. As:

What land is this? (pointing to America.)

Who was the first to discover land here?

In what year did he discover it?

What island did he first discover?

(A pupil answers, and points to San Salvador on the map.)

What large island did he discover? (Named and shown on map.)

In whose name did he take possession of these islands?

Why?

After remaining here a few months where did he go?

What did he tell the Spaniards when he returned?

What did they naturally want to do then?

Teacher—"So, a number of Spaniards did come over here from time to time. Some visited these islands; (teacher pointing to West Indies) others came over to the mainland and explored it. (Teacher pointing to the parts first explored by the Spaniards.) They found gold and silver and after becoming rich they returned to Spain.

"Four years after Columbus discovered America, a little boy was born in Spain and named *Ferdinand de Soto*. (Teacher instead of saying the name, wrote it on the board, marking it diacritically, and the pupils pronounced it several times.) He grew to be a man. When about 23 years of age he, too, wanted to visit this new land, so he came over with a captain of a vessel to this country. (Teacher pointing to Nicara-

gua.) After gaining considerable wealth he returned to Spain. In the course of ten years he came over again, and helped another man *conquer* (written on board and marked, pupils pronouncing) *this* country. (Teacher pointing to Peru.) Because of this he gained some *renown* (written on board and marked, pupils pronouncing, and one pupil giving the meaning.) After gaining more wealth he again returned to Spain. But he was not yet satisfied. He wanted to win still more riches and—(teacher pointing to the word, class replies “renown”). So a few years later, the king of Spain, Charles V, made him governor of Cuba, (teacher pointing to the island, pupils naming it) and also gave him permission to explore new land.

The books were then opened.

*Presentation*—One child read aloud the title of the piece. The first paragraph was then read silently and a child was asked to give the thought contained in it, in his own language.

The teacher then showed, on the map, the parts of America that were known to the people of Europe; and a child was asked to point to the parts that were not known to those people. Then the teacher showed where there were great mountain systems and large rivers in America, and told the children to notice how far this new world extended in the different directions, the children naming the directions as she indicated them.

The second paragraph was then read silently. A child gave in his own language the thought contained in the first sentence; another, that in the second; and another, that in the third.

The third paragraph was read silently. A child was told to point to the Gulf of Mexico on the map, and to the country north of it. Another child gave the thought contained in the first sentence, and another, that contained in the rest of the paragraph.

“After De Soto had been made governor of Cuba and had been given permission to explore new lands, what did he do?” was asked by the teacher. A child answered, giving the thought contained in the first sentence of paragraph four. Then was asked, “Did he, like Columbus, have trouble in getting men to go with him?” “Why?” In reply the pupil gave the thought expressed in the second sentence. Then another pupil pointed out the western coast of Florida, and another told when and where De Soto’s ships landed, and how he and his men felt. This completed paragraph four.

The fifth paragraph, being more difficult to read, the thoughts expressed in it were questioned for more minutely, as: What was done with the things on the ships? What were those things? What is meant by “despoiling the land?” What may some of the things have been that might have been of use in despoiling the land? What is said of the hogs? What was done with the ships after everything was taken out of them? Why? What did the men then know that they would have to do? What does perish mean?

The first five paragraphs were then read aloud for expression. If a child read with poor expression he was questioned for the thought and told to re-read. If he could not then read with good expression, he was required to imitate the good expression of some other child.

*Summary*—After the lesson had been read aloud, two or more pupils were called upon to reproduce the lesson orally in their own language, the teacher asking questions where there was any hesitation, or if the thoughts were not connected.

*Application*—The summary was afterwards written as a language lesson.

#### Fifth Year—First Semester—Pupils’ Age, 10 Years.

(REPORTED BY ANNA L. REESE.)

*Aim*—To teach the first five paragraphs of “A Legend of Sleepy Hollow.” Page 146, Baldwin’s Fifth Reader.

*Preparation*—The following words were written on the blackboard and marked diacritically:

descriptive	sojourned
popularity	vicinity
picturesquely	appallingly
literature	loiterer
Ichabod	sauntering
abridged	adjacent

These words were sounded and pronounced by the children, the more difficult ones, as picturesquely, literature, descriptive and popularity, being given special attention. To be sure the children knew these words they were required to give sentences containing them.

The map of the United States was hung up and children were asked the following questions:

What State is this? (pointing to N. Y. State.)

*Teacher*—“The scenes of the story we are going to read are located in this State. In the valley of this river (teacher pointing to Hudson River); near the city of New York.”

The books were then opened.

*Presentation*—One child was asked to give the title of the piece. The first paragraph was then read silently and the children asked these questions: Who wrote this story? What other books do you know of written by Washington Irving? Name the two most popular with us? Why? A child was then asked to point out on the map the location of both stories.

The children were then told that “A Legend of Sleepy Hollow” was divided into several parts and a child was asked to give the title of the first part.

Children read the next paragraph silently. A child gave in his own language the thought contained in the first sentence; another that in the second; and another was told to point out on the map and name the schoolmaster’s native State.

The child was then asked to describe Ichabod Crane’s appearance and another to tell of what he reminded one.

The next paragraph was then read silently. One child was asked to describe the schoolhouse; and another to tell what could be heard from this place of learning.

The fourth paragraph was read silently, and a child was asked to tell in his own language what he had read.

The fifth paragraph was read silently; one child was asked to tell how the schoolmaster made himself

useful to the farmers and another how he made himself popular with the mothers.

The entire lesson was then read aloud for expression, he was again questioned for the thought and told to re-read. If he could not then read with good expression, he was allowed to imitate some child who did read with good expression.

*Summary*—When the entire lesson had been read books were closed and two or more pupils were called upon to reproduce orally the lesson they had read. If the thoughts were not connected or the pupil hesitated, the teacher asked questions.

*Application*—The summary was afterwards written as a language lesson.

**Sixth Year. (From Burroughs's Birds, Bees and Sharp-Eyes, page —, et seq.)**

(REPORTED BY IDA H. LATTA.)

### THE WEATHER-WISE MUSKRAT.

*Aim*—To teach the last half of Burroughs's description of the muskrat, in his "Birds, Bees and Sharp-eyes." To endeavor to have it read so that the author's meaning is well expressed.

*Preparation*—1. A list of all the difficult new words, also the words in the lesson of the preceding day that gave any trouble, are written on the board without any diacritical markings. The pupils are given a short time to look the words over, and are then called upon to pronounce them. If a pupil meets a word he cannot pronounce, the word is marked carefully and the pupil called upon again to name it. Other pupils may then be called upon for the same word, in order to fix it in their minds.

2. The teacher questions carefully for the chief points in the preceding lesson, leading up to the lesson of the day. The first preparation for this lesson included a description of some muskrat homes which the boys had visited and inspected.

3. Silent reading of portions of the day's lesson, followed by questions by the teacher to ascertain if they have acquired the thought of the author.

4. Pictures of muskrats' homes are shown and examined.

*Presentation*—Pupils read the lesson aloud for expression.

*Summary*—Since this is the completion of the story, the whole story will be repeated by one or more pupils, or the teacher may ask a few leading questions calling forth the chief points of the story.

*Application*—The lesson was followed by a written description of the muskrat's home, illustrated by pencil sketches.

*Questions on preceding lesson*—About what animal did we read yesterday? At what conclusion had Mr. Burroughs arrived? Why? What observations had he made? What did it lead him to think? Describe the houses and tell how they were built. What happened to these nests? Why didn't the rats know enough to build more wisely?

You may now read silently the first paragraph in today's lesson.

"Nearly a week afterward another dwelling was begun, well away from the treacherous channel, but the architects did not work at it with much heart; the

material was very scarce, the ice hindered, and before the basement story was fairly finished, winter had the pond under his lock and key."

In what way did the muskrats show grit? How were they hindered? Call on pupil to read aloud. Read the next paragraph silently.

"In other localities I noticed where the nests were placed on the banks of streams they were made secure against the flood by being placed amid a small clump of bushes. When the fall of 1879 came the muskrats were very tardy about beginning their house, laying the corner-stone—or the corner-sod—about December first, and continuing the work slowly and indifferently. On the 15th of the month the nest was not yet finished. This, I said, indicates a mild winter, and sure enough the season was one of the mildest known for many years. The rats had little use for their house."

*Questions*—In this paragraph, in what way do these rats seem to show themselves as wise as man? Tell how they built in the fall of 1879. What did Mr. Burroughs conclude? Was he right? Call on pupil to read aloud.

Read the next paragraph silently half way thru and find out how the rats gave Mr. Burroughs a hint, and whether he took it.

"Again in the fall of 1880, while the weather-wise were wagging their heads, some forecasting a mild, some a severe, winter, I watched with interest for a sign from my muskrats. About November first, a month earlier than the previous year, they began their nest and worked at it with a will. They appeared to have just got tidings of what was coming. If I had taken the hint as palpably given my celery would not have been frozen in the ground, and my apples caught in unprotected places. When the cold wave struck me about November 20th, my four-legged 'I-told-you-so's' had nearly completed their dwelling; it lacked only the ridge-board, so to speak, it needed only a little 'topping-out' to give it a finished look. But this it never got. The winter had come to stay, and it waxed more and more severe, until the unprecedented cold of the last days of December must have astonished even the wise muskrats in their snug retreat."

*Questions*—What hint was given Mr. Burroughs? How? What resulted from his not heeding it? Why does he call the rats four-legged "I-told-you-so's"? What was meant by putting a ridge-board on the nest?

Call on pupil to read aloud.

Read the last half of the paragraph silently.

"I approached their nest, at this time a white mound on the white, deeply frozen surface of the pond, and wondered if there was any life in that apparent sepulcher. I thrust my walking-stick sharply into it, when there was a rustle and a splash into the water, as the occupant made his escape. What a damp basement that house has, I thought, and what a pity to rout a peaceful neighbor out of his bed in this weather and into such a state as this! But water does not wet the muskrat; his fur is charmed and not a drop penetrates it. Where the ground is favorable, the muskrats do not build these mound-like nests, but



burrow into the bank a long distance, and establish their winter quarters there."

*Questions*—Like what does Mr. Burroughs say the mound looked? What did he mean? What experiment did he try? Was he unkind? Why? How else do they make their winter home? Why don't they always do this?

You may read the last paragraph silently.

"Shall we not say, then, in view of the above facts, that this little creature is 'weather wise'? The hitting of the mark twice might be mere good luck; but three bull's eyes in succession is not a mere coincidence, it is a proof of skill. The muskrat is not found in the Old World, which is a little singular, as other rats so abound there, and as those slow-going English streams especially, with their grassy banks, are so well suited to him. The water-rat of Europe is smaller, but of similar nature and habits. The muskrat does not hibernate like some rodents, but is pretty active all winter. In December I noticed in my walk where they had made excursions of a few yards to an orchard for frozen apples. One day, along a little stream, I saw a mink track amid those of the muskrat; following it up, I presently came to blood and other marks of strife upon the snow beside a stone wall. Looking in between the stones I found the carcass of the luckless rat with its head and neck eaten away. The mink had made a meal of him."

*Questions*—From what we have read about the muskrat what do we decide? What is meant by hitting the bull's eye? How does he compare the muskrat's instinct with this? Is the muskrat found in the Old World? What is found there? Why would it be a good home for rats? What is meant by hibernating. What is a rodent? What shows that they have a dainty taste? What enemy did he find they have? Read paragraph aloud.

Now I call on one or more pupils to tell the whole story, and then ask for the points most admired in the muskrat's life.

The lesson is reproduced in writing and illustrated in the afternoon's language lesson.

The following day the lesson is read all thru for expression, pronunciation, and enunciation, without the preliminary questioning.—American Education.

## Correction of Oral Errors

Let every teacher keep beside her on her table a pencil and notebook, in which she can write down all the mistakes in English which her children make during a month. She will find at the close of the month that she has almost all the kinds of mistakes they will ever make.

These mistakes will differ, to some extent, with different sets of children. German children will not make all the mistakes made by English children, and they will make some mistakes which English children do not make. The mistakes of Swedes will differ, to some extent, from both the others; but most mistakes in English are common to all.

The teacher will find further, that when she has classified all the mistakes, she will not have a large number of classes or kinds. There will be defects in pronunciation, double negatives, wrong forms of pronouns, pronouns used for adjectives, verbs that do not agree with subjects, mistakes in the use of the principal parts of irregular verbs, auxiliary verbs used incorrectly, etc.

Now after the teacher has discovered what mistakes the children make, let her set to work consciously and systematically to drill them out of the language of the children. Take up one at a time and let the oral work and written work be directed against it.—"Language for the Grades," by J. B. Wisely.

## Special Days.

### Spring Program

PREPARED BY HARRIET C. WATERHOUSE.

#### Chorus.

#### Recitation—Spring.

I come! I come! ye have called me long—  
I come o'er the mountains with light and song!  
Ye may trace my step o'er the wakening earth  
By the winds which tell of the violet's birth,  
By the primrose-stars in the shadowy grass,  
By the green leaves opening as I pass.

I have breathed on the South, and the chestnut  
flowers

By thousands have burst from the forest bowers,  
And the ancient graves and the fallen fanes  
Are veiled with wreaths on Italian plains;  
But it is not for me, in my hour of bloom,  
To speak of the ruin or the tomb!

I have looked on the hills of the stormy North,  
And the larch has hung all his tassels forth,  
The fisher is out on the sunny sea,  
And the reindeer bounds o'er the pastures free,  
And the pine has a fringe of softer green,  
And the moss looks bright where my foot hath  
been.

I have sent thru the wood-paths a glowing sigh,  
And called out each voice of the deep blue sky;  
From the night bird's lay thru the starry time,  
In the groves of the soft Hesperian clime,  
To the swan's wild note by the Iceland lakes,  
When the dark fir-branch into verdure breaks.

From the streams and founts I have loosed the  
chain;

They are sweeping on to the silvery main,  
They are flashing down from the mountain brows,  
They are flinging spray o'er the forest boughs,  
They are bursting fresh from their sparry caves,  
And the earth resounds with the joy of waves!

—Felicia Hemans.

[Have this given by a beautiful girl, but one who can enter into the beauty of the words. Have her dressed in white, with flowers in her hair, on her shoulders, and an apron full of them. Give much pathos in the last three stanzas.]

#### Recitation—Old-Fashioned Hollyhocks.

[A boy can give this well.]

I hain't got nothin' agin the posies  
With long jaw-breakin' names;  
For such a heathenish christenin'  
Of course they ain't to blame;  
But thar's a kind that suits me better  
Than all your modern stock,  
A prim, old-fashioned sort of posy,  
The double hollyhock.

When I find 'em growin' in a gardin,  
 'Tain't often 'at I do,  
 I allers love to snuff around 'em,  
 It does me good clean thru.  
 Thar's somethin' about 'em kinder refreshin'  
 'Nd modest 'nd stately 'nd fair,  
 Like a sweet 'nd prim old-fashioned gal,  
 The kind 'at's now so rare.

Take 'em along in the airy mornin',  
 With cups all wet with dew,  
 'Nd the breezes kinder blowin' 'em 'round,  
 They're purty, now, I tell you.  
 It's then 'at they allers make me think  
 Of the gals 'at I used to know,  
 When they got waked up in a frolic 'nd  
 Let all their primness go.

To see 'em growin' so kinder stately.  
 Ef you didn't know 'em well,  
 You wouldn't think they'd dare the breezes  
 To kiss 'em and never tell;  
 But I've seen 'em do it, 'nd that ag'in  
 Makes me think, when I was a lad,  
 How a gal dared me to do the same,  
 'Nd, my! what a time we had.

Well, well, how the hollyhocks take me back  
 To the days of long ago,  
 To father and mother and homestead and  
 farm

'Nd a gal I used to know.  
 Yet she was a prim, old-fashioned gal,  
 Demure 'nd kinder shy,  
 But full of fun as a fiddle of tunes,  
 When the old folks wa'n't by.

The hollyhock wus her favorite flower,  
 'Nd that's the reason why  
 They planted 'em 'round her grave, for she,  
 Like the hollyhocks, had to die.  
 Mebby I dream, but it 'pears to me  
 Sometimes I hear her say,  
 As the hollyhocks kiss my wrinkled cheek,  
 "We'll meet again some day."

Thar's posies a good deal showier,  
 I know that very well,  
 And almost worth their weight in gold,  
 Of which I've heerd 'em tell;  
 But fer an old feller like me whose heart  
 Has kinder got left behind  
 With the gals 'nd flowers of long ago  
 Them hollyhocks is the kind.

—William Edward Penney.

But ye! ye are changed since ye met me last!  
 There is something bright from your features passed!  
 There is that come over your brow and eye  
 Which speaks of a world where the flowers must die!  
 Ye smile! but your smile hath a dimness yet;  
 Oh! what have ye looked on since last we met?  
 Ye are changed, ye are changed!—and I see not here  
 All whom I saw in the vanished year.

There were steps that flew o'er the cowslip's head,  
 As if for a banquet all earth was spread;  
 There were voices that rang thru the sapphire sky,  
 And had not a sound of mortality!  
 Are they gone? is their mirth from the mountains  
 passed?

Ye have looked on Death since ye met me last.

I know whence the shadow comes o'er you now—  
 Ye have strewn the dust on the sunny brow!  
 Ye have given the lovely to earth's embrace—

She hath taken the fairest of beauty's race,  
 With their laughing eyes and their festal crown:  
 They are gone from amongst you in silence down!

They are gone from amongst you, the young and fair,  
 Ye have lost the gleam of their shining hair!  
 But I know of a land where there falls no blight—  
 I shall find them there, with their eyes of light!  
 Where Death midst the blooms of the morn may  
 dwell,

I tarry no longer—farewell, farewell!

The summer is coming, on soft winds borne—  
 Ye may press the grape, ye may bind the corn!  
 For me, I depart to a brighter shore—  
 Ye are marked by care, ye are mine no more:  
 I go where he loved who have left you dwell,  
 And the flowers are not Death's. Fare ye well, fare-  
 well!

### Music.

#### Recitation—The Enchantress.

[A Spring-Time Lyric for Mabel.]

It is only in legend and fable

The fairies are with us, you know;  
 For the fairies are fled, Little Mabel,  
 Ay, ages and ages ago.

And yet I have met with a fairy—  
 You needn't go shaking your curls—  
 A genuine spirit and airy,  
 Like her who talked nothing but pearls!

You may laugh if you like, Little Mabel;  
 I know you're exceedingly wise;  
 But I've seen her as plain as I'm able  
 To see unbelief in your eyes.

A marvelous creature! I really  
 Can't say she is gifted with wings,  
 Or resides in a tulip; but, clearly,  
 She's queen of all beautiful things.

Whenever she comes from her castle,  
 The snow fades away like a dream,  
 And the pine-cone's icicle tassel  
 Melts, and drops into the stream!

The dingy gray moss on the boulder  
 Takes color like burnished steel;  
 The brook puts its silvery shoulder  
 Again to the old mill-wheel!

The robin and wren fly to meet her;  
 The honey-bee hums with delight;  
 The morning breaks brighter and sweeter  
 More tenderly falls the night!

By roadsides, in pastures and meadows,  
 The buttercups, growing bold,  
 For her sake light up the shadows,  
 With disks of tremulous gold.

Even the withered bough blossoms,  
 Grateful for sunlight and rain,—  
 Even the hearts in our bosoms  
 Are leaping to greet her again!

What fairy in all your romances  
 Is such an enchantress as she,  
 Who blushes in roses and pansies,  
 And sings in the birds on the tree?

—T. B. Aldrich.

#### Concert Recitation—The Runaway Princess.

When, on all the wood-paths brown,  
 Red and gold the leaves dropt down,  
 Thru the warm, sweet sunshine straying,  
 To my ear the Wind came, saying:

"Hearken! Can you understand  
What's amiss in Fairyland?"  
Ding! dong! the bells are swinging—  
Here's the town-crier ringing—

"Lost! lost!" you hear him say—  
"Stolen or strayed away!"  
Strayed away from Buttercup-town,  
The fair little Princess Thistledown!"

All the court had gone to dine,  
Knights and lords and ladies fine.  
Thru the open gate-way straying,  
Came a troop of minstrels playing.

One was a fiddler, shriveled and black;  
One had a banjo over his back;  
One was a piper, and one did naught  
But dance to the tune, as a dancer ought.

First, the fiddler drew his bow,  
Struck a chord so sweet and low—  
Lords and ladies held their breath,  
In a silence deep as death.

"Ting-a-ting," the banjo rang;  
Up the lords and ladies sprang;  
Round about the piper pressed—  
"Ho, good piper, pipe your best!"

And they danced to the sound  
In a merry-go-round,  
For never before had a minstrel band  
Chanced to stray into Fairyland.

They filled their pockets with silver money,  
They fed them on barley cakes and honey;  
But when they were fairly out of town,  
They missed little Princess Thistledown.

"Call the crier! ring the bells!  
Search thru all the forest dells!  
Here is silver, here is gold,  
Here are precious gems untold;  
He who finds the child may take  
Half the kingdom for her sake!"

Bim! boom! comes a blustering fellow,  
Dressed in black velvet slashed with yellow;  
He's the king's trumpeter, out on the track  
Of the wandering minstrels to bring them  
back.

But the fiddler is telling his beads by the fire,  
In a cap and a gown, like a grizzly old friar;  
The man with the banjo is deaf as a post,  
The jolly old piper is thin as a ghost;  
And the dancer is changed by some magic  
touch,  
To a one-legged beggar that limps on his  
crutch.

Then Mistress Gentian bent to look  
At her own sweet image in the brook,  
And whispered, "Nobody knows it, dear,  
But I have the darling safely here."  
And drooping her fringes low, she said:

"I was tucking my babies into bed,  
When the poor little Princess chanced to pass,  
Sobbing, among the tangled grass;  
Her silver mantle was rumpled and torn,  
Her golden slippers were dusty and worn;  
The bats had frightened her half to death,  
The spiders chased her quite out of breath;  
I fed her with honey, I washed her with dew,  
I rocked her to sleep in my cradle of blue;  
And I could tell, if I chose to say,  
Who it was coaxed her to run away."

The mischievous Wind the cradle swung.  
(Song.)

"Sleep, little lady, sleep!" he sung;  
"What would they say if they only knew  
It was I who ran away with you?"  
Sleep, little lady, sleep!"

—Emily Huntington Miller in *St. Nicholas*.

[Have this selection given by six to eight little girls in concert. Give it with great expression and it is full of gesture. Whisper the question in second stanza. Imitate a town-crier in the third stanza, intoning the words he cries. In the seventh stanza, after the words "struck a chord," hum two notes of a chord. In the eighth stanza imitate the banjo. The last stanza is to be sung; sing some pretty lullaby, if necessary change the words. While singing this imitate the swaying of branches by the wind, with gestures.]

**Music: Consider the Lilies.**

**Recitation—Master Johnny's Next Door Neighbor.**

It was spring, the first time that I saw her; for her  
papa and mamma moved in  
Next door, just as skating was over and marbles  
about to begin.

The fence in our back yard was broken, and I saw as  
I peeped thru the slat,  
There was "Johnny-Jump-ups" all around her, and I  
knew it was spring just by that.

I never knew whether she saw me,—for she didn't say  
nothing to me

But "Ma! here's a slat in the fence broke, and the  
boy that lives next door can see!"

But the next day I climbed on our woodshed, as you  
know mamma says I've a right,  
And she calls out, "Well, peekin' is manners!" and I  
answered her, "Sass is perlite!"

But I wasn't a bit mad, no, papa; and to prove it, the  
very next day

When she ran past our fence in the morning, I hap-  
pened to get in the way,  
For you know I am chunked and clumsy, as she says  
are all boys of my size,  
And she nearly upset me, she did, pa, and laughed  
till tears came in her eyes.

And then we were friends from that moment, for I  
knew that she told Kittie Sage  
(And she wasn't a girl that would flatter) that she  
thought "I was tall for my age."

And I gave her four apples that evening, and took,  
her to ride on my sled,

And—"What am I telling you this for?" Why, papa  
my neighbor is dead!

You don't hear one half I am saying! Now, papa, I  
think it's too bad!

Why, you might have seen crape on her door-knob,  
and noticed today I've been sad—

And they have got her in a casket of rose-wood, and  
they say they have dressed her in white,  
And I've never once looked thru the fence, pa, since  
she died—at eleven last night.

And ma says it's decent and proper, as I was her  
neighbor and friend,

That I should go there to the funeral, and she thinks  
that you ought to attend;

But I am so awkward and clumsy, I know I shall be  
in the way—

And suppose they should speak to me, papa, I would-  
n't know just what to say.

So I think I will get up quite early—

And I'll crawl thru the fence, and I'll gather the  
"Johnny-Jump-ups" as they grew

'Round her feet the first day I saw her—and, papa,  
I'll give them to you,

For you're a big man, and you know, pa, you can  
come and go just where you choose;

And you'll take the flowers to her, papa, and surely  
they'll never refuse—

But, papa, don't say they're from Johnny—they won't  
understand, don't you see?

But just lay them down on her bosom, and, papa,  
she'll know they're from me.

—Francis Bret Harte.



## The Institute.

Lectures by Dr. Edw. McLoughlin.

Beginning Language Lessons.

I WANT to discuss language under the heads of language lessons and grammar. Language lessons are designed to teach the art of expression; grammar is the science of the sentence. Oral and written expression is the important work of the primary grades. When we reach the fifth grade, not before, we teach grammar.

What should we do with the beginner? How shall we begin this work of language lessons. By *encouraging*? I should not use that term—rather by *permitting* pupils to talk. Young children like to talk—a good thing for us to do is to train them to talk. If they are timid and do not want to talk, encourage them to talk. Then in all their talking, the grammatical errors will expose themselves. The child will say, "John done it," and the teacher says, "John did it," and the child will say the same. Others make such mistakes as these. "The water was froze last night"—"My pencil is broke this morning,"—"My paper is tore." In all their talk, the errors will expose themselves. It is your duty and mine to correct them. When should we correct the error in language lessons? When it is made. If we have the confidence of our pupils, a friendly criticism or correction by the teacher will embarrass nobody. The teacher says "The water is frozen," and the pupil repeats. "The paper was torn," and the pupil repeats it. The pupil says, "John done it" again. "John did it" and the pupil repeats it. Day after day, week after week, the teacher works to form good habits.

The purpose of language lessons then, is to train pupils in the habit of correct expression. The habit is formed in two ways: by imitation and by repetition. All habits are formed in this way—the oftener a thing is repeated, the stronger the habit becomes. Keep on saying, "John did it" for the pupil—repeat, repeat, repeat—and the pupil will soon say, "John did it." George says, Mabel says, "The water is froze," "the paper is tore." What is the purpose of repetition? To form habits—habits—habits. What habits? Habits of correct speech. How are these habits formed? By imitation. By that I mean the teacher should use correct language herself, and right here my friends, allow me to say that many of us fail. I have heard teachers time and time again make serious grammatical blunders. Is it any wonder that pupils form bad habits of speech by imitating of their teachers?

Every teacher should be a rhetorical person. Every teacher should be able to speak and use the English language correctly. Not only that but every teacher should be able to use the choicest language. What a power there is in choice language! What a charm! Now teachers should use that power in the first grade work. Thereby pupils learn to use that language by imitation and by repetition, but particularly, by imitation. Do you ever stop to think a moment how strong the power of imitation is in the pupil, in the child—how every child looks up to the teacher as a person of superiority, as a person who knows everything and how that teacher inspires confidence of her pupils? Pupils imitate the good as readily as they do the bad.

How shall we begin this work of language lessons? First, by copying. As soon as the pupils are able to write, they should begin to copy. When should pupils begin to write? Pupils do not usually begin to write until the second year. Why not have pupils learn to write before that time? The

mind of the pupil has not yet sufficient control of the muscles employed in writing. Have you ever noticed a child trying to write? Pupils should not begin to write until the mind is able to control the motor muscles employed in writing. When the pupil is ready for writing, copying should begin. What shall we have pupils copy? Copy the sentences that they have been taught to read from their books. Never allow pupils to copy words or letters. If the sentence method is not the best method in teaching reading, it is the best method for copying. It will not not do to permit pupils to copy any and every kind of sentence. You have a purpose, have you not in asking pupils to copy the sentences? What is it? Here is a sentence—"Mary went to the city too." Have a name in every sentence with these smaller pupils. It teaches them by unconscious imitation how to capitalize, how to spell, how to punctuate. You have received a letter from a child and you find that this child spells *to* or *two*, when it should be *too* and sometimes they spell *too* when it should be *to*, and perhaps, more frequently to when it should be *two*. So it is with other words. Why not put sentences on the board that contain such words, for instance,—"John had two apples;" "The boys fly their kites." Sentences should be placed on the board for the pupils to copy, and every sentence should have in it something worthy of being taught and not only that, but every sentence should have in it a word that is apt to be misspelled by the pupil. Sometimes the pupils will spell words—the most simple words—in a very difficult manner. They try to get in all the letters they can—for instance, the word "which" how often you find it spelled "whitch" "witch."

It is necessary to keep first grade pupils busy. Keep them busy with some valuable work, busy with something that has a definite value. All good things in teaching have definite value. How often have I heard a teacher in the last few years say to the pupils, "Now copy the first six sentences in your reader." What was the purpose? Four of those sentences contain nothing by which the pupil might be trained to the habit of correct expression, perhaps the other two have,—so four of the sentences should be omitted. The first step in language work is to find out the mistakes of the pupils. This is the first, now what is the second? So far, we have appealed only to the eye and now we must appeal to the ear. I say to the pupils, "Write this sentence, "Susan has four dolls." I do not write it on the board, now but I say, "Susan has four dolls." The second step, then, is dictation. Dictate sentences similar to those. You ask your pupils to copy sentences that have something in them—sentences that are given to the pupils for the purpose of teaching them how to write correctly. The purpose is to train pupils by unconscious imitation to spell correctly, capitalize correctly. Punctuate in the first grade? Yes. How far should we go in that? What is the first mark? You will find it perhaps in the first sentence. Aside from the period and question mark we find on the very first page of the first reader, another mark, the comma. "George likes apples, plums, and peaches." Here are a series of words separated from each other by commas. Commas also separate series of phrases and clauses. The comma should be used in the work you ask your pupils to copy, in work you dictate. When you ask your pupils to write such a sentence as this, "Why study reading, grammar, geography, and history?"—it can be dictated to primary pupils. "John has a top, a ball, and a knife." You notice the conjunction between the last two words. This is sometimes omitted, but the best authorities of the day commend its use. If you use it in the primary grade, you must use it in all the grades. In every school there should be uniformity in this as in all other things. Now first grade, second grade, third grade and fourth grade teachers should follow the same plan of punctuation. It won't do for one teacher to follow one plan and the next teacher another plan.

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### Pope's Silver Jubilee.

THE anniversary of the pontifical jubilee of Leo XIII. was celebrated with great pomp and ceremony at Rome on March 3. The ceremonies of the day were carried out in the basilica of St. Peters with extraordinary pomp and in the presence of the pontiff and an assemblage estimated to have numbered fully 50,000 persons. The weather was warm, but cloudy. Thousands spent the night in the porticoes of the cathedral, but their design of entering the building was frustrated by the troops clearing the plaza at daybreak.



POPE LEO XIII.

The usual anomaly was seen. Troops of the king of Italy kept order outside and about the bastille, while within the portico Swiss guards in black and medieval official uniforms upheld the sovereignty of the Pope.

All Rome was astir early, and it was a common sight to see men and women in dress clothes frantically searching for unobtainable cabs and then joining with the common throng afoot to St. Peter's. Thousands of others had all sorts of carriages, from the ancient historic coach of Prince Massino and the state carriages of the cardinals to queer, outlandish vehicles from the Campagna pressed into service.

By 8 o'clock the piazza of St. Peter's was black with a mass of 80,000 people. But 50,000 of these were admitted and it took four hours for them to enter by four doors.

The gold and white marble of the interior glittered with myriads of candles and thousands of electric lights set in the ceilings. The entire concourse within the building stood, with the exception of a few occupied special tribunes.

The royal tribune, in which were the grand duchess of Saxe-Weimar, the duchess of Trani and the Princess Liechtenstein, was next to that of the Pope's family. The members of the diplomatic corps occupied a third.

The general crowd was largely international and included hundreds of Americans.

The pontifical guards, wearing their gala uniforms, were on duty on all sides. The Pope, who left his apartment at 10:30 a. m., was borne in the

sedes gestatoria, preceded by the pontifical court and surrounded by nobles, to the throne amidst the acclamations of the vast assemblage. Cardinal Vanutelli intoned the mass, the pontifical choir chanted the "Te-Deum" and His Holiness pronounced the papal benediction, beyond which he did not participate in the services.

At 12:20 p. m. the Pope returned to the vatican, receiving another ovation as he did so.

After the service the Pope explained to several members of his retinue:

"I really never thought I would see this day. The devotion of so many of the faithful touches me extremely."

Leo impressed everyone with his quickness and especially his robust voice when pronouncing the benediction. His words were heard distinctly throughout the immense basilica. The applause of the crowd was frantic.

### SCHOOL MONEYS.

Senator Martin has introduced in the Senate of the New York Legislature a bill which is designed to extend to all incorporated schools in New York city the privilege now accorded to a few, to participate in the distribution of school moneys.

The bill provides that the representatives of all legally incorporated schools of New York city may appear before the board of education and make application for their share of the school moneys at a rate of \$15 a year for each pupil, provided that the teachers employed in the institution shall meet the approval of the board of school superintendents.

The bill, according to Senator Martin, will permit parochial schools and sectarian schools, by complying with the conditions required, to share in the school moneys as certain schools of religious denominations now do.

### DOMINICANS AFFILIATE WITH THE UNIVERSITY.

The latest evidence of interest in the university work is shown in the determination of the Dominican Fathers to establish their house of studies near the Catholic university for the education of their own students. Four acres of land have been purchased on the Bunker Hill road, directly opposite Keane hall, and it is the intention of the Dominican Fathers to erect in the near future a seminary or house of studies. This means the abandonment of their seminary at Somerset, O., and the establishment of a central novitiate at Washington. Among the reasons influencing this action is their belief that by reason of the Catholic university Washington is destined to become a Catholic intellectual center.

### Publishers' Notices.

The authorities in large schools, convents, colleges, academies and orphan asylums would do well to write the Dow Wire Works, of Louisville, Ky., for further information relative to the Kiker-Bender Fire Escape, manufactured by them. It is a twentieth century idea in fire escape, and though but a short time patented, has already been adopted for a large number of factories, schools, asylums and like structures, including several Catholic institutions. Full illustrated and descriptive circu-

lars, with estimate cost of erecting in any part of the country may be obtained by writing to the Dow Wire Works, Louisville, Ky.

\* \* \*

Prof. Frank V. Irish, of Chicago, President National Anti-Cigarette League, has just closed a very successful ten days' anti-cigarette campaign in the state of Iowa, addressing mass meetings, public and private schools, colleges, etc., in many cities and towns. As a well-known educator and author whose books are used in many schools, Prof. Irish received a hearty welcome everywhere. Prof. Irish spent two days in La Crosse, Wis., recently, in the same noble work for our boys and girls.

By reason of a broken type in the advertisement of Prof. Irish in the February Journal, his "Am. and British Authors" were quoted at \$.35 instead of \$1.35, the right price.

\* \* \*

Judging from the two volumes that have made their appearance, the new Youth's Companion Series of supplementary readers, being gotten out by Messrs. Ginn & Co., are destined to meet with great success among the schools of the country. The series consists of several groups, each containing four or five books devoted to a general topic. The first of those groups is made up of five geographical readers, which together give interesting and accurate accounts of most of the important places of the world. The books of the series that have already appeared are:

THE WIDE WORLD. 12mo. Cloth. 122 pages. Illustrated. List price, 25 cents. The Wide World, the first volume of the series, gives a brief, comprehensive survey of child life in Japan, Egypt, Holland, France Switzerland, Sweden, South America and Alaska. Among the interesting sketches are "Barbarian Babies," "Dining with a Mandarin," "Some Little Egyptians," "A Visit to Sweden," "An Eskimo Breakfast." It is attractive in binding, convenient in size and low in price. The work is particularly adapted for reading in the sixth and seventh grade.

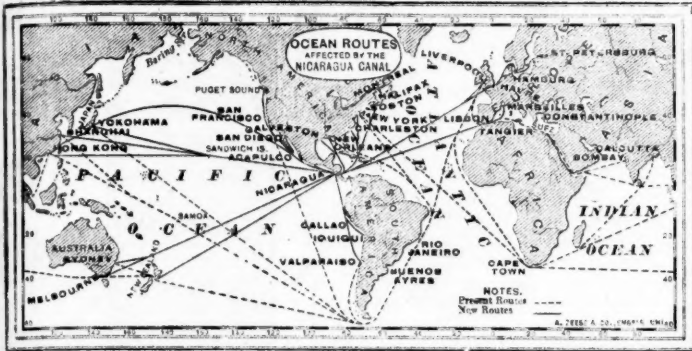
NORTHERN EUROPE. 12mo. Cloth. 122 pages. Illustrated. List price, 25 cents. This volume is composed of descriptions and stories which portray interesting aspects of the following subjects: The Faroe Islands, Life in Norway, Scenes in Holland and Belgium, Studies of French Life, Life in the Alps and a Journey Down the Moselle.

\* \* \*

The publication of the little volume of "Classic Myths," by Mary Catherine Judd, principal of the Lincoln School in Minneapolis, which has just been issued by Rand, McNally & Co., would seem to indicate that there is an unflagging interest in these classic stories. As Miss Judd in her preface says: "By reading these myths the child will gain in interest and sympathy for the life of beast, bird and tree; he will learn to recognize those constellations which have been as friends to the wise men of many ages. Such an acquaintance will broaden the child's life and make him see more quickly the true, the good, and the beautiful in the world about him." Cloth, 204 pages. For introduction, 35c. Rand, McNally & Company, publishers.

# Events of the Month in Review.

Political, Economic, Religious and Educational.



The Sub-Committee of the Senate Committee on Inter oceanic Canal, which made an inquiry as to the legal complications affecting the title to the Panama Canal, has reported that these complications are sufficient to prevent the acceptance of the Panama Company's offer. Nearly all the members of this sub-committee, however, were committed to the support of the Nicaragua route. The full committee will probably report the Nicaragua bill by a vote of 7 to 4. The cable message sent to the Panama Company a few days ago by the Columbian Government ap-

pears to have been only a formal notice that the company could not transfer its property without the consent of Columbia. Testimony given before the Senate Committee shows that the old Maritime Canal Company which began work on the Nicaragua route, will submit claims for several million dollars. This company holds that its concession from Nicaragua is still in force. Its concessions from Costa Rica has never been canceled. While the company will not obstruct the construction of the canal on that route by the Government, a considerable sum will be required to satisfy its claims.

## WORK OF CONGRESS.

The Senate has passed, after a brief debate and with practically no opposition, an Irrigation bill, which provides that the proceeds of the sales of public lands in ten States and three Territories shall be used to promote irrigation, and that the irrigated lands shall be disposed of under the Homestead law. The Senate has been discussing the new Ship Subsidy bill, which differs essentially from the subsidy bill that was considered in the last Congress. The present bill increases the payments for carrying the mails by about \$3,000,000 a year, and a general subsidy provision is added. The Senate will vote on this bill on the 17th inst., and it is expected that the bill will be passed in both the Senate and the House. The House Committee on Territories has reported a bill giving a territorial form of government to Indian Territory which is to bear the name of Jefferson.

\*\*\*

Following are the plans proposed by the Taft Commission for the government of the Philippines: 1. To give the people of the Philippines a qualified suffrage with a gradual growth in popular government, which should be enlarged through education in the English language and in American institutions. 2. To institute within a reasonably short time a local legislature to consist of two bodies, one to be chosen by vote and the other to be appointive.

3. To permit the islands to send two or three representatives to Washington.

\*\*\*

The United States as complainant has filed in the circuit court of the United States for the district of Minnesota a suit against the Northern Securities Company, the Great Northern Railway Company, the Northern Pacific Railway Company and others, praying a perpetual injunction against the Northern Securities Company enjoining it or any of its officials from holding the stock of any of the railroad companies mentioned and asking a temporary injunction to this end until the case is settled. It is pointed out that in the event of such a combination being allowed to stand the Sherman anti-trust law would be practically annulled, and thus there would be nothing to prevent the Northern Securities Company or some such concern from combining all the railroads in the United States under one head and thus put the whole traffic interests of the country under the one holding power, that of the company which held the stock of the railroads.

\*\*\*

The war taxes, the repeal of which was voted by the house, produced a revenue from July 1 to Dec. 31, 1901, of \$37,982,872, and for the current fiscal year would have produced about \$77,000,000. The distribution of these taxes is as follows:

Schedule A, including all taxes on

documents, insurance policies, bonds, certificates of stock and similar matters, \$14,000,000; schedule B, including all items not otherwise specified, \$7,000,000.

Beer, \$28,500,000; special taxes, \$8,500,000; tobacco, \$9,000,000; snuff, \$550,000; cigars, \$700,000; cigarettes, \$32,500; legacies, \$5,000,000; excise, \$1,000,000.

\*\*\*

Prince Henry of Prussia has come and gone. During his short stay in the country he traveled over 4,500 miles and visited most of the larger cities of the East and Middle West. After the ceremonious launching of Emperor Williams' yacht at New York, the Prince visited Washington, where he was the guest of President Roosevelt, and witnessed Congress in session. Coming west he was received with much enthusiasm and appropriate receptions in St. Louis, Chicago and Milwaukee. Returning eastward by way of Niagara Falls, he visited Boston and received the honorary degree of L. L. D., from Harvard University, reserving Albany and West Point for the closing hours of his trip. Everywhere he went, the Prince made a very favorable impression, and received in return marked impressions of the vastness of the country.

\*\*\*

For the first time in the history of this country a United States senator has struck another senator during the progress of debate. Such incidents have taken place of late years in the parliamentary assemblies of Austria, France, Italy and Spain, and we have been rather free in our criticisms of them. Now like reproach is directed at the highest legislative body in America, by reason of the actions of the two hot tempered senators from South Carolina. McLaurin passed the lie to Tillman and a fist fight ensued. The combatants were separated amid great excitement and adjudged in contempt and later were formally censured. The invitation to Senator Tillman to attend the Prince Henry dinner at the White House, was recalled by President Roosevelt.

\*\*\*

Friends of the Boer cause have taken new hope as a result of the recent dispatches from South Africa. The news of the defeat and capture of General Methuen and a large body of British soliders, is the most important that has come from the Transvaal in many months. General Methuen has been regarded as the bravest and most trustworthy of the British officers and his capture weakens greatly the prospects of England in the long drawn out struggle. Official circles have no doubt but that Methuen will be held as a hostage, and most securely held for the safety of Boers. Gen. Methuen and four guns were captured by Gen. De-





## FIRE! FIRE!

What horrors often follow this alarm in crowded institutions. The responsibility resting with authorities in CONVENTS, COLLEGES, ACADEMIES, ORPHAN ASYLUMS AND HOSPITALS, of providing for the safe escape of inmates in case of fire, is ever a cause for worry.

Panic is seldom averted in the presence of smoke and flames. Women and children can neither be carried rapidly, nor will they go down alone when frightened. If stairway exit is cut off, what means of escape are there in your institution? Wooden ladders and ropes in the rooms are almost worthless. The common iron-ladder escapes on outside of building, are treacherous for children; people on them are apt to be burned by flames from windows below, knocked off by the great water force, crushed by those above them, or lodged by those below who are struggling and afraid to go on.

### The Kirker-Bender Fire Escape

solves the problem of quick escape from large institutions. It consists of a strong stack, six feet in diameter, erected along side the building, with entrances on different floors. Through the stack runs a spiral slide made of smooth steel.

165 school children have been taken from a building in one minute without a scratch. They beg to slide through the fire escape for amusement.

Write for proposition.

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lary. Gen. Methuen was wounded in he thigh. Three British officers and thirty-eight men were killed and five British officers and seventy-two men were wounded. One British officer and 200 men are missing. The fight in which Gen. Methuen was captured occurred before dawn March 7, between Winburg and Lietenburg, Orange River colony.

\* \* \*

That Spain is about to pass into a grave political era, the outcome of which is causing the government serious apprehension, is admitted by persons in close touch with the ministry. It is no longer concealed that the labor troubles in Barcelona and elsewhere are the outcome of organized revolutionary and anarchistic plots of wide scope. The strikes are believed to be only incidents of a greater movement and it is now feared that the soldiery may go over to the opposition. In this case it is a certainty that a dark hour is ahead for the nation. The government now believes it will be able to cope with the situation.

\* \* \*

It is reported from Washington that President Roosevelt has decided to send a special commission to Rome to negotiate with the vatican for the purchase of the property of the friars in the Philippines.

The commission selected by the president to represent the United States in the negotiations are said to be Gov. W. H. Taft and Bishop Thomas O'Gorman and Judge Smith.

\* \* \*

Secretary of the Navy Long on Monday tendered his resignation as a member of President Roosevelt's cabinet, and it was accepted. The president immediately tendered the portfolio to Congressman W. H. Moody of Massachusetts and he accepted the office.

\* \* \*

### Church and School Affairs.

#### DEATHS DURING THE MONTH. PRIESTS.

Very Rev. John Albrinck, V G., archdiocese of Cincinnati; Rev. Fr. C. Ryan, O. F. M., Rev. John Storp, of the diocese of Alton; Rev. Michael Kelleher, diocese of Wilmington; Rev. James McGlew, archdiocese of Boston; Rev. S. Gesualdi, diocese of Brooklyn; Rev. W. F. Dunphy, diocese of Trenton.

#### RELIGIOUS.

Brother Columbian, St. Louis, Mo.; Ven. Mother Mary of Angels, Ottumwa, Iowa; Sister Incarnate Word, of the Sisters of the Precious Blood; Sister Mary Stanislaus, Sisters of Mercy; Sister M. de Chantal, of the Order of the Visitation; Sister M. Madeleine, Sisters of Mercy; Sister Domitilla, Hastings, Minn.; Sister Elizabeth, O. S. B., Yankton, S. D.

\* \* \*

Manhattan college, which has been for nearly fifty years at Broadway and West One Hundred and Thirty-first street, New York, has decided to remove to a new site in the borough of

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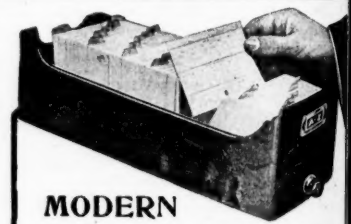


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the Bronx. A plot of 12 acres in extent near the line of the projected extension of the rapid transit road and in the vicinity of Van Cortlandt park, which it overlooks, has been secured, where new buildings will be erected, which it is hoped to have ready for use next year. The plans have not been fully prepared, but an expenditure of about \$500,000 on the new structure is contemplated.

The present site of Manhattan college was bought in December 1852. The institution was opened as an academy in May, 1853, and was incorporated by the regents of the University of the State of New York under the name of Manhattan college in April, 1863. Its destinies have been successively shaped by Brothers Patrick, Paulian, Anthony and Justin, and by Brother Charles, its present president.

#### COMPULSORY EDUCATION.

THE Dunham compulsory education law, which has caused considerable discussion in Iowa, has passed the lower house of the general assembly. The minority, headed by C. C. Colelo, made as effective a stand as possible against the measure. The opposition did have the effect of causing the amending of some of the features protested against, Mr. Dunham himself, amending slightly the section requiring reports of parochial and private schools.

"I never wrote a letter to Mr. Dunham declaring myself in favor of compulsory education and free text books," declared Archbishop Keane Tuesday when told concerning the statement made to that effect in the legislature by Senator Dunham. "I did write such a letter, let them publish it" said his grace by way of emphasis.

The occasion for the foregoing denial was the meeting at Hibernian hall Dubuque, when a body of Davenport citizens met for the purpose of hearing a set of resolutions opposing the enactment of compulsory education and free text book laws.

The Dunham compulsory education bill has two main features—one provid-

ing compulsory attendance of all children between seven and fourteen years of age at school, and the other providing for truant schools.

#### ARCHBISHOP RYAN.

February 20, Archbishop Ryan was 71 years old. In accordance with his wish, there was no other observance of the event than a low mass of thanksgiving, which he celebrated in the cathedral at Philadelphia.

Few persons outside of clerical circles are aware that he has passed the allotted span of three score years and



ARCHBISHOP RYAN.

ten, for he stands as erect now as when he mounted the seat of the late Archbishop Wood of Philadelphia, eighteen years ago. There is not a gray hair in his head, a fact to which Cardinal Gibbons of Baltimore playfully alluded at the recent banquet of the Philadelphia Catholic club.

Archbishop Ryan was born near Thurles, Tipperary county, Ireland. When 16 years old he entered Carlow college, where he received his ecclesiastical training. In 1852 he left Ireland for this country and became connected with the archdiocese of St.

Louis. He was consecrated coadjutor-bishop of St. Louis in 1872, and while visiting Rome in 1884 was given the honorary title of archbishop of Salamina by Pope Leo XIII. On June 8, 1884, he was transferred from St. Louis to Philadelphia to succeed the late Archbishop Wood.

\* \* \*

Undergraduates at all Jesuit colleges in the Missouri province are preparing to enter the annual competition which is held to determine the question of superiority in matters of logic and diction. The competition is based upon essays sent from each of six colleges—Creighton college at Omaha, St. Louis university at St. Louis, St. Mary's college at St. Mary's, Kansas, Marquette college at Milwaukee and Detroit college at Detroit. A prize of \$75 for the best essay prepared, and a second prize of \$25 is offered by a resident of Chicago. The subject this year is Duties of American Catholic Laymen in Regard to Education.

\* \* \*

It is proposed to establish in New York city a branch of the Catholic University of America, to be known as the department of pedagogy. A meeting was held at the Catholic club Saturday, when Bishop Spalding of Peoria delivered an address on the question. The school is to be a branch of the university, and will be known as the department of pedagogy. It is proposed to start the school next summer. It is hoped that one result of the establishment of the school will be the production of treatises on the philosophy of education from the Catholic point of view.

\* \* \*

The Laetare medal was this year conferred on Dr. John B. Murphy of Chicago, by Notre Dame University. The medal is conferred yearly on Laetare Sunday by the university upon some American Catholic layman, who has distinguished himself in the service of religion, the commonweal, education,

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Complete Touch Typewriter Instructor.  
Lessons in Munson Phonography.  
Lessons in Pitman Phonography.  
Lyons' Commercial Law.  
New Business Arithmetic.  
Manual of Parliamentary Law.  
How Business is Done.  
The Complete Accountant.  
The Practical Speller.  
Shorthand Dictionary, Benn Pitman System.  
Shorthand Dictionary, Munson System.  
Shorthand Dictionary, Isaac Pitman System.

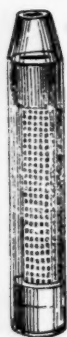
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art or science. Last Sunday was Laetare Sunday, being mid-Lent.

It is now nineteen years since Dr. John Gilmary Shea, the eminent historian of the American Church, became the recipient of the first Laetare medal. Year after year, as the appointed time comes around, the trustees of the university are called upon to make a selection from among those whose lives have made them worthy to be looked upon with such favor.



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Plans have been filed for a large new parish school for All Saints' congregation, Madison avenue and 130th street, New York. The new school will be four stories in height, with ground dimensions of 110x110 feet. It will cost \$100,000 and adjoin the church and rectory. The improvement is demanded by the rapid growth in school attendance.

\* \* \*

The Catholics of Connecticut, who constitute one-third of the population of the State, are indignant over the alleged proselyting of Catholic children in the temporary or county homes of the State. Bishop Tierney, of Hartford, in confirming 150 children and a number of adults in St. Joseph's Catholic Church, Winsted recently, asked the children to pray for the Catholic children of the Gilbert Home of Winsted, who would not be allowed by the Trustees of the institution to meet their bishop and receive from him communion and confirmation.

\* \* \*

Cardinal Gibbons recently visited St. Mary's Industrial School, Baltimore, and administered confirmation to 134 boys of that institution. The Cardinal addressed the boys with words of advice as to present conduct and guiding principles for future action.

\* \* \*

A new college will soon be erected at Pueblo, Colo., by the Benedictine order, according to report. It is known that \$100,000 will be devoted to the forthcoming structure, and that Father Gregory of Denver thinks Pueblo a splendid location.

Rev. Andrew Morrissey, C.S.C., president of Notre Dame university, is slowly but surely recovering from his serious illness with pneumonia. He is still at the infirmary at Notre Dame and is very weak. As soon as he can regain a part of his strength, President Morrissey will be taken to a warmer climate. Dr. J. B. Bertling, the attending physician, is confident that Father Morrissey will recover.

\* \* \*

Sister Agnes Mary, superior of the Notre Dame Convent at West Rittenhouse square, Philadelphia, has been appointed to succeed the late Mother Julia as provincial superior of the Sisters of Notre Dame (de Namur) in the United States. Sister Georgiana, who has been superior of the Notre Dame novitiate and training-school at Waltham, Mass., becomes president of Trinity College, Washington, D. C., and Sister Agnes Aloysia, superior of Mt. Notre Dame Academy, Reading, Ohio, succeeds Sister Georgiana at Waltham.

\* \* \*

Brother Telephorus, a member of the Carmelite community at the monastery on the Canadian side at Niagara Falls, was gored to death by a bull on the morning of February 22. His body was not found until late in the afternoon. The animal was covered with the blood of the unfortunate and was very vicious. Those who found the body were afraid to go in to rescue it, and a hole was cut in the door and three charges of buckshot fired into the bull, killing it.

\* \* \*

A new parochial school for St. Stephen's church, Stevens Point, Wis., will be erected this spring. The structure is to be built of stone and brick, with Marquette sand-stone water tables and window-sills. The dimensions of the building are 62 by 83 feet, with basement and two floors. On the first floor there will be four class rooms; on the second, a large auditorium with a stage, a kindergarten and society rooms, while the basement will contain a fuel and furnace apartment, a chapel, and two play rooms. The cost of the building will be about \$11,000.

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"Orthog. and Orthoepey," **50 cents;** "Treasured Thoughts," (a literary gem-book), **50 cents;** and "American and British Authors," **\$1.35.**

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Please send for practical trial for 10 days from receipt of goods, via express, one Complete "Tip-Top" Duplicator, No. 1. In case the apparatus is not found entirely satisfactory in every respect it will be returned to you.

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Archbishop Ryan has purchased at public sale over a hundred acres of farm land adjoining the Protectory for \$8,606. For the same ground considerably more than twice this sum was asked at private sale some time ago. It adds about two thousand feet to the river frontage and includes a small island in the Schuylkill opposite the Protectory. It gives the institution land on both sides of the railroad and a frontage on both the Schuylkill river and the Perkiomen creek.

The Catholic Winter School in New Orleans this year lasted from Feb. 13 to March 3. There were lectures every week at 8 p. m. and on Sunday at 4 p. m. The sessions were held in Tulane hall. The president was Professor Alcee Fortier. The lecturers were T. C. De Leon, Rev. Herbert F. Farrell, Henry Austin Adams, Prof. Reiley, Basil Burwell, Prof. Fenollosa, Rev. J. F. Nugent and Frank McGloin.

On May 1, 1902, Right Rev. Bishop Spalding will have served twenty-five years as Bishop of the diocese of Peoria, and the event will be celebrated with the greatest gathering of dignitaries Peoria has ever known. In connection with the anniversary will be the consecration of the cathedral, which will be absolutely free of all debt upon that date.

St. Teresa's Quarterly, issued by the students of St. Teresa's Academy,

in charge of the Sisters of St. Joseph, Kansas City, Mo., is an unusually bright and creditable student publication. One of the attractive features of the last number is a group illustration of a "baker's dozen" of curly-headed minims. A bright verse accompanies the illustration which is entitled, "Our Future Graduates."

Rev. Thomas Scully, P. R., of Cambridgeport, Mass., conducts one of the largest and most successful parochial schools in the country. The present attendance is 1,700 and the teaching force 28. The annual report of parish finances, published in the last issue of the Church Bulletin, shows a reduction in the parish debt during the past year of \$9,334.

Sister Domitilla, formerly teacher in the parochial schools of Chicago, St. Paul and Minneapolis, died from tuberculosis at Hastings, Minn., Feb. 27, aged 40 years. She was known in the world as Miss Mary Hylan of Columbus, Wis.

Word has reached Cincinnati from Philadelphia that Sister Agnes Mary, superior of the Notre Dame convent in Philadelphia, has been named by the superior-general of Namur, Belgium, as provincial of the Sisters of Notre Dame in the United States, succeeding the late Mother Julia of Cincinnati.

Plans are in course of preparation for a new convent for the church of the

Nativity, B. V. M., in Philadelphia. The style of architecture will be Italian Renaissance. The building will be of brick with terra cotta trimmings and will have accommodations for twenty-five sisters.

At the triennial diocesan synod of the New York diocese, Archbishop Corrigan said there are now schools attached to only a little over 100 parishes, and wanted to know why the remaining parishes were without them. He wanted the rectors of all churches to furnish him in writing their reasons for not founding schools.

Bishop McDonnell of Brooklyn, is planning to head a Brooklyn pilgrimage to Rome in celebration of the Pope's silver jubilee. It is expected that the party, which will be made up of laymen as well as clergymen, will start for Rome a short time after Easter. The plans in full have not as yet been made public.

The Sisters of Peace, who have charge of St. Joseph's Home for the Blind in York street, Jersey City, bought from the estate of Frederick D. Linn the Hotel Washington, in Washington street, with two lots in that street and four lots in York street and joining the home, for \$95,000. The sisters will take possession on the expiration of the lease of the hotel, on April 1.

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The annual report of St. Joseph's Orphan Asylum, Green Bay, Wis., has been filed. On Jan. 1 there were 202 children in the asylum, an increase of 21 over the same time last year. The



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asylum is so crowded that it has been decided to build a new wing to cost \$15,000. The wing will contain about forty rooms, 12x16. The balance on hand and receipts during the year amounted to \$16,011.03. The expenditures amounted to \$9,321.93, leaving a balance of \$6,689.10.

\* \* \*

The Rev. Henry A. Sullivan, rector of the cathedral of the Holy Cross in Boston, administers to the spiritual wants of the largest congregation in New England, his parishioners numbering between 8,000 and 9,000.

\* \* \*

The priests of the diocese of Denver have decided to erect a home for Bishop Matz. The money will be raised by personal subscriptions of the priests and a tax on all churches in the diocese, according to their means. The structure will cost upwards of \$10,000.

\* \* \*

The steady increase of pupils at the parochial schools of Omaha is very marked and can be especially noticed in St. John's, whose pastor, Father Corbley has by his energy and praiseworthy efforts benefited both church and school to a very great extent.

\* \* \*

A sacred song entitled, Good Night, My Jesus, has been published by the Sisters of St. Joseph, Nazareth Academy, Nazareth, Mich. The price of the song is 35 cents.

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